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ABSTRACT

The Developmental Reading Program K-6, one phase of the Reading Curriculum, provides teachers and administrators with a comprehensive guide to sound educational practices related to the teaching of reading skills. It is based on classroom experimentation and study of research findings by Cincinnati teachers, principals, and supervisors who have worked on this project the past three years. This guide is intended to provide a structure for planning and implementing the reading skills program K-6. It contains suggestions for diagnosing, developing, and reinforcing skills, and assessing pupil mastery. The present plan is to provide selected elementary school staffs, in grades kindergarten through six, with copies for tryout and reaction during the school year 1971-72. (Author/WR)

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READING CURRICULUM

TENTATIVE

[Cincinnati Public Schools]
Department of Program Administration
Division of Instructional Service
September, 1971

CS 000 100

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FOREWORD

The Developmental Reading Program K-6, one phase of the Reading Curriculum, provides teachers and administrators with a comprehensive guide to sound educational practices related to the teaching of reading skills. It is based on classroom experimentation and study of research findings by Cincinnati teachers, principals, and supervisors who have worked voluntarily and cooperatively during the past three years.

This guide is intended to provide a structure for planning and implementing the reading skills program K-6. It contains suggestions for diagnosing, developing, and reinforcing skills, and assessing pupil mastery. The present plan is to provide selected elementary school staffs, in grades kindergarten through six, with copies for tryout and reaction during the school year 1971-72. Reactions and comments from staff members using the guide will be compiled and serve as a basis for modification before city-wide distribution in September, 1973. Reactions should be sent to Mrs. Lenore Wirthlin, Administrative Supervisor, Reading.

Completion of Levels E and F, concerned with the reading skills of the secondary program, and the other two phases of the total reading program, Functional and Recreatory, will be curriculum committee concerns for 1971-72.

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READING CURRICULUM

A Definition of Reading 2

Objectives of the Reading Program K-12 3

Role of the Administrator 6

Physical Environment 7

Role of the Teacher 8

Definitions of Reading Levels 9

General Learning and Study Skills 11

Scope and Sequence of Skills--Developmental Reading 14

Diagnosing Reading Needs 27

Organization for Instruction in Reading 32

Procedures for Instruction in Reading 34

  Level A 36

  Level B 58

  Level C 83

  Level D 110

Supportive Services 134

Meeting Individual Needs 136

Various Approaches to the Teaching of Reading 140

Interpretation of the Reading Program 141

Use of Reading Materials 143

Evaluation 145

Bibliography 146

Appendix 149

A DEFINITION OF READING

"Reading involves the identification and recognition of printed or written symbols which serve as stimuli for the recall of meanings built up through past experience, and further the construction of new meanings through the reader's manipulation of relevant concepts already in his possession. The resulting meanings are organized into thought processes according to the purposes that are operating in the reader. Such an organization results in modifications of thought, and perhaps behavior, or it may even lead to radically new behavior which takes its place in the personal or social development of the individual."

Miles A. Tinker and Constance M. McCullough. Teaching Elementary Reading (Third Ed.; New York: Appleton-Century-Crofts, 1968), p. 8.

OBJECTIVES OF READING PROGRAM, K-12

The effective teaching of reading in the Cincinnati Public Schools, grades kindergarten through twelve, is directed toward broad objectives. The most important reading objectives are:

I. To build each student's reading power to the maximum level of his ability by means of a carefully articulated developmental program of skills and attitudes from pre-reading level through the secondary level.

Primary

Expanding experiential background
Improving oral expression and communication skills
Developing oral reading skills
Establishing good reading habits and attitudes
Acquiring word analysis and comprehension skills
Gaining vocabulary

Intermediate

Expanding vocabulary and word analysis skills
Comprehending, interpreting, and organizing the materials read
Expanding oral reading skills
Expanding oral expression and communication skills
Reading with the speed appropriate to the materials being used

Secondary

Reinforcing the developmental reading program of the elementary school
Enabling pupils to read at a level commensurate with their ability
Recognizing that reading is one of the most important skills learned in school and is an essential tool used in functioning adequately in school and out-of-school situations

II. To develop understanding and interpretation of content material and to build independence in the use of the study skills.

Primary

Using reading to meet daily classroom needs
Comprehending reading materials in the content areas
Using reference materials independently

Intermediate

Using varied sources of materials to gather relevant and supportive data
Organizing concise and specific summary statements
Making inferences and interpreting materials through critical and creative reading
Reading critically in order to make inferences, draw conclusions, and form judgments

Secondary

Adjusting reading skills to specific kinds of material
Finding details to test validity of judgments
Broadening study skills to employ successfully all available sources of information from the dictionary to television
Expanding critical and creative reading for advanced skills in making inferences, drawing conclusions, and forming judgments

III. To develop within each student an understanding and appreciation of materials of high literary quality.

Primary

Broadening interests and enriching experiences through reading
Sharing favorite literary selections through varied activities
Developing an interest in a variety of reading materials appropriate to the child's ability
Reading for personal satisfaction

Intermediate

Finding pleasure and enjoyment through good books
Having positive experiences with various types of literature
Recognizing and evaluating materials for author's point of view
Knowing the beauty of language and feeling the rhythm of poetry
Understanding our historical and cultural heritage
Understanding the thinking of today's society and developing constructive attitudes

Secondary

Evaluating material critically for author's point of view and purpose

Evaluating effective techniques for conveying ideas in different forms
Recognizing slant, bias, and propaganda
Providing all pupils with varied experiences which will help them to develop a taste for and a permanent interest in many kinds of literature

IV. To provide procedures for the identification of reading difficulties and to develop a program for corrective instruction.

Primary

Adjusting the program to meet individual needs
Identifying deficiencies and making necessary referrals for specialized help

Intermediate

Accepting each child at his reading level, diagnosing his needs and providing instruction that will help him reach a higher level of reading
Building a good self-image and confidence through reading

Secondary

Providing pupils with adjusted instruction according to identified reading disabilities
Involving pupils in accepting responsibilities for self-improvement of reading skills

ROLE OF THE ADMINISTRATOR

As the educational leader in the school, the administrator establishes procedures which periodically enable the staff to cooperatively:

Determine reading programs attuned to the needs, interests, and capabilities of the pupils

Assess pupil achievement and deficiencies and determine means to be utilized to insure achievement and correct deficiencies

Evaluate pupil class assignments and determine needed reassignments

Provide for a continuous in-service program to upgrade and/or maintain the teachers' skills

Secure appropriate materials.

PHYSICAL ENVIRONMENT

The classroom environment should be conducive to reading. Attractive centers of interest, such as a colorful display of library books, original book jackets, creative stories and poems, and magazines, will stimulate pupils to read. When pupils are involved in the planning and construction of such areas, they are interested and feel a sense of responsibility. Proper lighting (directional, as well as intensity), ventilation, heating, and appropriate furniture are of utmost importance.

When reading instruction is directed to small groups, the following suggestions should be considered:

> Pupils may be seated in a semi-circle, straight line or any seating arrangement that affords a clear view of teaching aids.
>
> Reading groups should be placed accessible to teaching aids and in an area free from general classroom interruptions.
>
> The teacher should be seated so that she can conduct an effective reading lesson and at the same time supervise the activities of the entire classroom

Time Allotment
Elementary Code, State Minimum

grade	minutes/week	minutes/day
1	600	120
2	600	120
3	450	90
4-6	300	60

ROLE OF THE TEACHER

The teacher is of key importance in assuring a successful reading program. How the teacher views each learner, his uniqueness as an individual, and his potential for learning is crucial to a positive instructional program. Belief in each pupil's ability to progress in learning to read and thoughtful, knowledgeable planning and preparation for instructional periods are essential.

It is important for the teacher to understand that:

> Learning to read is a complex process, sensitive to a variety of pressures
>
> Reading is a thinking process through which meaning is interpreted from printed symbols
>
> Contributing to the success or failure of reading progress is the pupil's physical, emotional, social, and intellectual development
>
> Understanding each pupil through listening, observing, interviewing is the responsibility of every teacher
>
> Providing for reading instruction is dependent upon diagnosis of strengths and weaknesses, prescribed corrective measures, and appropriate teaching strategies.

Motivation for learning and development of habits are continuing concerns of the teacher. It is important to encourage each pupil to accept new tasks willingly, to participate in group activities, to complete tasks selected or assigned, to assume responsibility for advancing own skills, and to make constant and selective use of available resources. To the extent that the learner develops general learning skills and habits and attitudes conducive to learning, maximum fundamental reading skills will be attained.

DEFINITIONS OF READING LEVELS
K-12

The Scope and Sequence of Skills has been developed around six reading levels, rather than traditional grade levels, in order to accommodate the use of a variety of reading materials, teaching strategies, and school organizational patterns. In order to provide a program built on continuous progress in reading, each pupil should receive instruction at his level of need.

A brief description of the reading levels follows. A more complete description of reading levels with suggestions for implementing the program will be found throughout the accompanying curriculum materials.

Level A - Building Readiness for Reading Instruction

This level is one of experiences and planned activities to develop concepts and perceptual skills, motor coordination, left to right directional skill, and oral language. Learning experiences are planned to develop those skills which are prerequisites to success and enjoyment in reading. Concepts are developed through sensory experiences and making comparisons of these experiences. It is to be noted that five-year-olds will vary in their abilities to achieve at this level.

Level B - Initiating and Developing Reading Skills

This level includes directed reading activities and systematic instruction in reading skills. Phonics and structural skills are introduced and applied. Literal and interpretative comprehension skills developed at the pre-reading level are applied to written language.

Level C - Developing Independence in Reading

The pupil demonstrates abilities to unlock words independently and develops interpretive and study skills which enable him to read more widely in content fields and personal reading for problem-solving purposes.

Level D - Demonstrating Independence in Reading

Essential principles of phonics and structural analysis are mastered. Increased work-study skills enable the pupil to work on projects involving a search for information. The pupil begins to vary his reading rate according to his purpose. He can compare, contrast, and use evidence to verify conclusions.

Level E - Extending and Applying Reading Skills

The pupil increases in his ability to locate specific information and demonstrates his understanding of written material by his organization and use of information in written reports, dramatizations, and book reviews. The pupil reads extensively, building a greater meaningful vocabulary, and applies all skills learned to new types of reading material.

Level F - Refining and Specializing in Reading Skills

This level is one in which more time is spent in study-type reading and appreciation of literary style. The pupil demonstrates ability to evaluate what is read in the light of sound criteria or standards. He increases reading vocabulary; interprets effectively figurative, colloquial, and sensory words; infers relationships not stated; notes cause and effect relationship; and develops ability to draw pertinent analogies.

GENERAL LEARNING AND STUDY SKILLS

General learning skills are inherent in the development of knowledge and skills in reading, as well as in other curriculum areas. Although general learning skills are listed here by reading levels, it is recognized that they cut across all levels. A skill once introduced must be maintained, reinforced, and extended.

Level A	Level B	Level C	Level D
Listens to and is able to follow simple directions	Follows oral and written directions	Reads and follows directions independently	Extends ability to follow multiple-step directions; learns to follow a study plan
Observes by using all senses →			
Locates information in books, pictures, self-help charts and labels	Locates information in written context Uses known numerical sequence to locate information	Uses table of contents Applies dictionary skills Locates places on maps and globes	Uses table of contents to identify types of selections; uses indexes, card catalogues to find specific information Uses guide words and pronunciation keys to locate and identify specific word meanings Utilizes map keys; interprets diagrams and graphs
Classifies objects materials, ideas	Organizes information under two headings	Organizes ideas acquired from reading	Classifies ideas in preparing outlines
Puts events and ideas in sequence →		Sees relationships of time, space, distance →	
Matches identical letter and word forms	Knows alphabet in sequence	Develops alphabetical skill to the second and third letters	Uses knowledge of alphabetizing in dictionaries, indexes glossaries, encyclopedias, directories, card catalogues

Level A	Level B	Level C	Level D
Centers attention on a given topic	Concentrates on a given task	Establishes own purposes for reading and study	Selects from different types of reading material in exploring a given topic
Selects main ideas and notes details of pictures, stories, poems, songs	Summarizes events through oral discussions	Selects main ideas, notes details, confirms statements in written context	Summarizes and makes comparisons of events and ideas
Works independently for a brief period of time	Works well independently and with others for a sustained period of time	Assumes committee work responsibilities	Assumes independent study
Records by using pictures, tallies, or labels	Records information in written form	Begins to use note-taking techniques and develops the ability to outline	Writes reports; records notes for independent study; uses notes for oral reporting
Develops facility in the use of materials	Begins to use a table of contents Begins to use a beginner's dictionary Recognizes use of maps and globes	Begins to use encyclopedias, indexes, thesauruses	Begins to use directories and bibliographies Uses title page, copyright date, glossary, appendix, reference and resource lists Makes use of italics, marginal and footnotes Makes effective use of library resources including newspapers and periodicals
Reads labels, pictures, and picture stories	Begins to read independently in library and supplementary books	Increases independent reading skill in content areas	Reads independently for a variety of purposes

Level A	Level B	Level C	Level D
	Reads without lip movement or marker	Increases the rate of silent reading	
		Adjusts rate of reading to purpose	→
		Evaluates own reading skill	Advances own reading skill

READINESS FACTORS	SCOPE AND SEQUENCE OF SKILLS - DEVELOPMENTAL READING Level A
Physical[1], [2], [3], [4]	Motor Skills Develops skills involving lower limbs Develops strength and flexibility in the trunk Coordinates vision and skills involving arms and hands to improve eye-hand coordination Has consistent hand preference Visual Efficiency Develops left to right eye movement and return sweep Increases eye span and strengthens movement of the eyes Auditory Efficienty Hears and can reproduce sounds Maintains general health
Emotional[1]	Builds assurance and healthy self-concept Shows self-confidence Works well on his own Demonstrates self-control
Social Factors	Listens without interrupting Works and plays well with others Completes tasks Carries out responsibilities Communicates with others Cares for self and personal belongings

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[1] Cross reference with Health Curriculum
[2] Cross reference with Physical Education Curriculum
[3] Cross reference with Music Curriculum
[4] Cross reference with All-Day Kindergarten Bulletin

LANGUAGE DEVELOPMENT[1]

Improves listening skills
Increases vocabulary and word meanings
Identifies a variety of objects or pictures of objects by name
Communicates freely with others
Enunciates and pronounces clearly
Develops sentence sense
Describes his experiences effectively
Tells a story from a composite picture
Tells a story in sequence
Anticipates what happens next in a story
Takes the part of a story character
Dictates experiences and concepts

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[1] Cross reference with Music Curriculum

WORD IDENTIFICATION SKILLS	
Visual Perceptual Skills	Locates a given object, picture, symbol Sees likenesses and differences in objects, pictures, letters; identifies form, size, color Becomes familiar with language of visual terms: round, straight, circle, square, triangle, rectangle Classifies by observable properties Differentiates between letters of similar form but differing in their position, such as b and d Recognizes shapes, letters, words when they appear in different setting, color, size Distinguishes sequential order Reproduces patterns Completes patterns Writes alphabet letters[2] Defines the environment in relation to self Develops left-right eye movement and return sweep Develops visual memory
Auditory Skills[1]	Distinguishes differences and similarities in many sounds Reproduces and imitates sounds Blends sounds Supplies missing words in oral context Identifies rhyming sounds Identifies like sounds at the beginning and ending of words Associates spoken sounds with the alphabet letters which represent them Develops auditory memory

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[1] Cross reference with Music Curriculum

[2] Cross reference with Handwriting Basic Text Materials

COMPREHENSION SKILLS	
Literal	Listens to and demonstrates understanding by following directions Observes likenesses and differences[1] Classifies objects, events, ideas Knows objects can be placed in more than one category Associates symbols with meaning Relates ideas in sequence Recalls events in sequence, immediate and delayed Acquires information through varied techniques Identifies main ideas; notes details
Interpretive	Interprets given information: pictures, stories, investigations Predicts what will happen next in a series of events Makes comparisons; relates cause and effect Evaluates information Uses context clues

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[1] Cross reference with Visual Perceptual Skills

SCOPE AND SEQUENCE OF SKILLS - DEVELOPMENTAL READING

Level B

VOCABULARY DEVELOPMENT	
Vocabulary	
Sight	Develops sight vocabulary Uses picture clues Compares and contrasts new words Learns to look through the entire word when working out new words Uses configuration clues Uses picture dictionary to find words Identifies sentences by beginning and ending punctuation
Contextual	Identifies a new word from those surrounding it in a sentence and in a paragraph Uses word definitions to identify new words
Language	
Oral	Extends listening and speaking vocabulary Begins to use correct sentence form Uses pronoun antecedents Discusses and dramatizes stories in correct sequence Develops effective oral reading skills and uses meaningful expression Observes use of boldface letters to indicate emphasis Recognizes large thought units and word groups
Written	Identifies the letter names and their sequence in the alphabet Recognizes the relationship of upper and lower case letters Writes words independently Writes simple sentences independently Understands the meaning and use of punctuation marks and certain abbreviated forms Begins to use language creatively in written expression

VOCABULARY DEVELOPMENT	SCOPE AND SEQUENCE OF SKILLS - DEVELOPMENTAL READING Level C
Vocabulary	
Sight	Increases sight vocabulary Distinguishes between sight words similar in appearance Uses beginning dictionary to find appropriate word meanings
Contextual	Recognizes natural word and sentence order Uses context, contrast, and comparison in identifying unfamiliar words
Language	
Oral	Uses word and punctuation cues as aids in pronunciation Demonstrates knowledge of appropriate word meanings Recognizes homonyms, homographs, antonyms, and synonyms Uses descriptive words and phrases Distinguishes words according to use; nouns, verbs, adjectives Develops skills in oral reporting of materials read Conveys character emotions, visual images, and story moods through oral reading and dramatizations
Written	Applies writing, spelling, and punctuation skills in all written work Recognizes and uses punctuation marks correctly Records experiences effectively Writes original stories and poems; writes new endings for other stories

SCOPE AND SEQUENCE OF SKILLS - DEVELOPMENTAL READING

Level D

VOCABULARY DEVELOPMENT	
Vocabulary	
Sight	Extends sight vocabulary Demonstrates an interest in word origins Recognizes that word meanings change through time and usage Expands knowledge of word meaning through the understanding of synonyms, antonyms, and homonyms Expands vocabulary to include knowledge of specialized terms in content areas
Contextual	Adds to ability to use context to determine meaning of words and multiple meanings Utilizes knowledge of the structure and patterns of English sentences to assist in the recognition of words and word groups
Language	
Oral	Becomes increasingly competent in dramatization, role-playing, dialogue reading, and choral speaking Increases skill in discussing and reporting Uses inflection, pitch, and rhythm in interpretation of printed text Reads various literary forms with increasing skill and appreciation
Written	Extends understanding of the relationship between oral and written language Understands the purpose of written language in such various forms as poetry and narrative prose Uses punctuation with increasing facility Masters use of abbreviated word forms Uses written language with increasing effectiveness in creative writing

WORD ANALYSIS SKILLS	SCOPE AND SEQUENCE OF SKILLS - DEVELOPMENTAL READING Level B
Phonetic	Associates sounds and letters of initial; then final consonants Uses initial and final consonant sounds to identify new words; recognizes medial consonants Substitutes initial and final consonant sounds Associates visual and auditory perception of rhyming sounds Knows and uses short vowel sounds to identify new words Knows and uses long vowel sounds to identify new words Learns selected consonant blends and digraphs Learns selected diphthongs Recognizes some vowel variants Notes certain silent letters Extends skill in blending sounds
Structural	Recognizes capital letter forms Hears syllables in words Uses familiar word parts to identify new words Recognizes singular and plural forms of words by adding s Recognizes the root word and variant endings of known words Recognizes and makes compound words Recognizes contractions and their component parts

WORD ANALYSIS SKILLS	SCOPE AND SEQUENCE OF SKILLS - DEVELOPMENTAL READING Level C
Phonetic	Masters sounds of consonants in initial, medial, and final positions Masters sounds of short and long vowels Identifies and uses the schwa sound Compares word parts in final position Recognizes all blends, digraphs, and diphthongs Uses the soft sound of c and g Uses the vowel variants Recognizes all the silent letters Recognizes diacritical markings
Structural	Identifies syllables of words; recognizes syllables in words of one medial consonant and one medial digraph Identifies the vowel sound in every syllable Recognizes and knows meanings for suffixes and prefixes Makes generalizations in changing nouns from singular to plural Makes generalizations in changing verb endings Recognizes comparative and superlative forms Uses knowledge of contractions and compound words to identify unfamiliar words

WORD ANALYSIS SKILLS	SCOPE AND SEQUENCE OF SKILLS - DEVELOPMENTAL READING Level D
Phonetic	Uses skillful methods in attacking new words Extends awareness of more difficult digraphs and diphthongs in unfamiliar words Utilizes diacritical marks to identify unfamiliar words
Structural	Recognizes the root word in different positions Uses knowledge of common suffixes and prefixes to identify the meaning of unfamiliar words Recognizes syllabication of multiple syllable words Recognizes the sound of single vowels at the end of accented syllables Develops generalizations about accented and unaccented syllables Uses syllabication to help in identification of unfamiliar words

COMPREHENSION	SCOPE AND SEQUENCE OF SKILLS - DEVELOPMENTAL READING Level B
Literal	Locates given information Reads to verify information Recognizes and recalls events of time and place in sequence Recognizes emotional attitudes of story characters
Interpretive	Interprets story facts Draws conclusions from story facts Predicts outcomes and checks predictions by reading Makes inferences from given facts Recognizes the main idea in a story Distinguishes fact and fantasy Sees relationships in time and place Recalls and evaluates materials read

SCOPE AND SEQUENCE OF SKILLS - DEVELOPMENTAL READING

Level C

COMPREHENSION	
Literal	Recalls and verifies specific information Can sequence main ideas, time, and story settings of factual stories Identifies introductory and concluding paragraphs
Interpretive	Locates main ideas in paragraphs Recognizes the relationship of details to main ideas Notes cause and effect relationships Makes deductions and draws conclusions from written material Compares characters, plots, events Relates illustrations to text for interpretations Makes inferences from implied words and related facts Distinguishes between fact and fiction Interprets the author's ideas Understands different literary forms Reads with understanding in the content areas Uses critical thinking skills in problem solving situations

COMPREHENSION	SCOPE AND SEQUENCE OF SKILLS - DEVELOPMENTAL READING Level D
Literal	Uses a variety of resources to verify specific information Recognizes sequence of events and ideas in various literary forms
Interpretive	Extends ability to locate main idea; notes supporting details Increases skill in recognizing cause and effect relationships Uses evidence to evaluate conclusions Recognizes techniques used by author to develop the plot Recognizes and interprets specific types of fiction and non-fiction Distinguishes between fact and opinion, relevant and irrelevant facts Recognizes distortion and exaggeration Extends ability to recognize the implied meanings of words Extends and interprets the use of descriptive language Analyzes emotions and motives of characters Compares and contrasts characters in different selections Uses new information to form or change attitudes

DIAGNOSING READING NEEDS

In the diagnosis of reading problems, the teacher has four objectives: 1) to determine the pupil's instructional reading level, the level on which instruction should take place, 2) to define the pupil's reading strengths as well as his weaknesses, 3) to pinpoint and give help with the specific skills in which the pupil is deficient, 4) to strengthen the skills which the pupil has learned.

Diagnosis should be continuous and interwoven with treatment. Hopefully, diagnosis leads to diagnostic instruction and individualized instruction.

Procedures for Classroom Diagnosis

The classroom teacher is in the best position to recognize reading problems and reduce the possibility of seriously handicapped readers. Through the use of diagnostic material available, the teacher formulates a pattern of the pupil's reading problems and plans his program accordingly. In order to understand a pupil's reading needs, the following steps are suggested:

I. Compile data

The use of school records (academic, health, etc.), interviews with former teachers, psychological services (if warranted), conferences with parents are most informative. However, effective diagnosis depends on the skillful interpretation of this data.

II. Observe

Observe the pupil in various reading situations and how he uses the skills in functional and recreatory reading.

III. Test

Informal tests administered and interpreted; standardized and diagnostic tests interpreted.

IV. Formulate hypothesis

Based on the above information, the teacher forms hypothesis about instruction adjustment.

V. Adjust instruction

The teaching is now done in accordance with the hypothesis.

VI. Retest

The teacher evaluates the effectiveness of the adjusted instruction.

The teaching, testing, reteaching process is a continuous one.

The classroom teacher can use the following techniques to diagnose a pupil's reading difficulties:

Are Pupils Ready to Read? - A good readiness program is directed toward the development of proficiency in language skills and habits necessary for initial reading instruction. Program planning might require training in one or more of the following areas based upon need of individuals or small groups.

Concept formation
Auditory discrimination
Visual discrimination
Knowledge of the alphabet
Left-to-right progression
Ability to use language in communicating with others
Ability to associate symbols with meaning
Skill in handling books
Enjoyment of stories, poems, and books

Standardized Tests - A standardized test score normally provides measure of comprehension and vocabulary and can usually give a broad picture of the grade level at which a pupil reads. They are diagnostic only in that they give limited information on vocabulary and comprehension. They do reveal those pupils reading below level who may be candidates for either corrective or remedial instruction.

Classroom Observation - One of the most important diagnostic techniques is the teacher's classroom observation of the pupils. The teacher notices how the class and individuals respond to instruction. She jots down information relative to various aspects of the pupil's reading, such as his ability to work with initial consonant blends, vowel sounds, syllables, and prefixes. A note should be made of the way the pupil handles picture clues and various types of context clues. The teacher notes how the pupil attacks unknown words or how he learns a new word. The teacher notes how the pupil applies the skills learned in other reading situations.

The list of words at the back of the reader may be used for checking vocabulary. If the pupil can identify (at sight within 5 seconds) 90 or 95 percent of the words, the vocabulary in the next level reader may be used for checking. Also, teacher-made lists of words from readers at various levels may be developed by the teacher and used in similar fashion.

Interest Reading Inventory - Checklists are helpful in estimating pupils' skills, attitudes, and behavior. Such a checklist as the following is used in observing and evaluating attitudes toward reading.

Inventory of Growth in Attitudes and Interests Toward Reading

	Yes	No
Does he anticipate reading periods with pleasure?		
Does he use books frequently during free periods?		
Does he find opportunities for reading at home?		
Does he read newspapers and magazines?		
Does he show interest in reading a variety of books?		
Does he read for information?		
Does he usually finish the books he starts?		
What kinds of books does he like best? (write category)		
Does he make frequent use of the school or public library?		

Group Diagnostic Tests - Provide an analytical summary of the specific strengths and weaknesses in vocabulary, word recognition skills, sentence and paragraph comprehension in which pupils are deficient. A planned instructional reading skills program should be designed to meet these aspects of reading in which the pupils are deficient. Those tests that cover kindergarten through fourth grade usually measure reading readiness, visual and auditory discrimination, vocabulary, and comprehension of stories or paragraphs. Tests for grades four to eight usually measure word recognition, comprehension, vocabulary rate, and word attack. In secondary school, the tests focus on measures of vocabulary, word attack, comprehension, interpretation, and rate of speed.

From the results of the diagnostic tests, the teacher makes an item analysis or profile for each pupil. This analysis will enable the teacher to group for skills. The importance of sub-skill groups cannot be minimized because pupils will have common difficulties regardless of reading level. Since pupils in the top group may lack some of the same skills as those in the lowest group, sub-grouping is a necessity. After the skill is mastered, the group may dissolve and a new one evolve.

Teacher-Made Tests - Teacher-made tests usually assess how the pupil functions in all types of reading tasks. They should be short, simple, and relevant to the particular skill being taught. They may be used to determine:

orientation - ability to approach the printed page with effective mechanical skills

sight vocabulary - ability to recognize the word and its meaning instantly

word attack - ability to decode words not recognized by sight

comprehension - ability to bring meaning and understanding to words and groups of words and their interrelationships

Tests vary as to types of appraisal, both oral and written. They assist the teacher in making daily lesson plans for instruction, since they are usually based upon the texts being read. Typical types are those which check for the pupil's understanding of concepts, understanding of specific word meanings, skill in word analysis, and ability to comprehend.

Informal Reading Inventory - The informal reading inventory can be "teacher-made" from a set of graded basal readers the pupil has not seen before. It is composed of two selections--one for oral and one for silent reading--at each level of the series. Comprehension questions follow each reading. The pupil should be started at a relatively easy level and continue to read successively more difficult selections until the teacher determines his various reading levels. By carefully marking the errors made in oral reading and by evaluating the kinds and frequency of errors and answers to comprehension questions, he can identify the pupil's independent, instructional, frustration, and capacity levels. The levels are as follows:

Independent Level

At the independent level, the pupil needs no help in reading the material. He understands the ideas presented. He pronounces accurately 99 percent of the words of the passage. There are no signs of poor reading habits or tension, such as finger pointing, frowning, or lip movement in silent reading. His reading is well phrased. His silent reading is faster than his oral reading. The pupil is free to enjoy the story content.

Instructional Level

The instructional reading level is determined from the level of the book in which the pupil can read with no more than one word recognition error in each 20 words and has a comprehension score of at least 75 percent. At this level, the pupil reads orally without tension, in a conversational tone, and with proper phrasing. Silent reading is faster than oral. The pupil is able to use word recognition clues and techniques. This is the level at which a pupil is able to make successful progress in reading under teacher guidance.

Frustration Level

The pupil has difficulty coping with the reading task. His understanding of the ideas is limited. He cannot pronounce 10 percent or more of the words. Signs of tension and faulty reading habits are evident. Rate of reading is low. He moves his lips and may even whisper. Oral reading is characterized by word-by-word reading and poor phrasing. He may substitute, repeat, insert, or omit words.

Capacity Level

The pupil understands material read to him on this level. In recall, he pronounces the words accurately and uses them precisely in describing facts. He is usually able to supply additional pertinent information from his experience. This gives a measure of the level which he can hope to achieve in reading.

Psychological Tests - In the diagnosing of reading needs for differentiated instruction, the services of the school psychologist may be useful, especially in cases involving difficulty in analyzing the pupil's needs on the basis of standardized or teacher-made tests. Such instances may arise if a pupil is highly anxious. The teacher may see some discrepancy in the pupil's classroom functioning and the group test scores.

In such cases, the pupil may be placed in a slower group, or at least estimated to be low in functioning level, but in actual classroom performance the pupil could function normally.

The majority of diagnoses can be made through other techniques, but in specific instances there will be pupils who, for one reason or another, cannot be properly assessed through the usual methods. The school psychologist is a highly trained member of the school team. This person is trained in the administration and interpretation of intelligence, achievement, personality, and visual-motor assessment techniques.

The psychologist can employ a variety of techniques besides tests and in some cases an evaluation may be made without additional tests being given. Because of his specialized training, the psychologist can be called upon to help in diagnosing reading needs in those few instances of difficult analysis. It is possible that any pupil may have previously been seen by the school psychologist, and the psychological report in the pupil's cumulative record could help. A referral on request can be made for help from the school psychologist through the principal.

*Perceptual Skills - A pupil needs perceptual skills if he is to be expected to progress normally in learning to read. If there is a problem, it is necessary to define the various perceptual areas specifically and to use a variety of teaching methods to compensate in the individual pupil's handicap. Assistance with special techniques and materials is available through the supervisor.

Checklists developed from the Sequence of Skills, such as those preceding the activities list for each reading level, not only develop a picture of the pupil's strengths and weaknesses but help the teacher form instructional groups and plan teaching strategies.[1]

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*Cross reference to Visual Perception Skills

[1] See Reading Level Checklist; Activities, Measurements

ORGANIZATION FOR INSTRUCTION IN READING

To build each student's reading power to the maximum level of his ability is a major goal and concern of the reading program for grades K-12. How the class is organized for instruction is a major factor in determining this.

Organization is a device which uses all available resources to achieve the purposes and objectives of the instructional program. Higher achievement results can be attained when the organizational plan endeavors to appropriately place each pupil for instruction.

Grouping

Present-day practices reveal that most classes are divided into several groups based on reading levels, as determined by tests and/or teaching observation. In self-contained or departmental classrooms the pupil is assigned to an instruction group because he can recognize most of the vocabulary in materials at a given level without assistance and can perceive the literal meanings of the ideas represented. After instruction, he can recognize practically all of the vocabulary and comprehend more subtle meanings that require interpretive thinking. The number of groups will vary according to the diversity within the class grouping.

In some situations pupils are grouped according to interests of pupils with membership of the groups kept flexible. Level of reading ability is a prime consideration in all of the group plans.

Regardless of the plan used for reading instruction, the following factors should be a guide:

1. Instruction should be based on needs of pupils. Pupils vary in their rate of learning; therefore, knowledge of several techniques must be known.

2. Diagnosis and evaluation must be continuous with instructional plans centered on areas of weaknesses.

3. A variety of reading materials and teaching aids should be made available to pupils in addition to the basic text.

4. "Special help" groups should be planned for pupils who need additional reteaching and reinforcement in specific reading skills.

5. For able learners, advanced functional and independent study skills should be stressed.

Individualization

Individualized instruction is characterized by the creation of learning environments in which pupils proceed at a self-determined pace, often on self-selected subjects, to achieve self-evaluated and self-satisfying goals. Individualized reading is usually considered to be a procedure in which each pupil chooses a book he wants to read from a large selection and is given needed instruction in individual conferences with the teacher. The pupil progresses at his own rate; little assistance is provided outside the conference time. Teachers who plan such individualized programs must have total knowledge of the skills program, employ complete diagnostic procedures, and be thoroughly acquainted with hundreds of basal and trade books. Some of the best features of individualized reading can be combined with basal group reading by following completion of basal books by individualized reading or by following several days of group work with several days of individualized reading.

This is not to be construed as the same as providing for personalized reading experiences which is more carefully defined in the section related to Recreatory Reading.

Programed reading is characterized by lessons in programed form or taken from books and workbooks. Lesson assignments prescribed by the teacher are kept in personal folders. The pupil is expected to locate the required lesson sheets and audio-visual materials, study independently, and make written or oral responses called for at each step of the lesson. Results of recorded responses are studied before the next lesson is prescribed. Readiness, achievement, and diagnostic tests are used frequently to assess the pupil's progress and needs. Emphasis is on personal involvement in learning and individualized work.

Organizational structure, curriculum materials, and teaching processes all affect individualization. Flexibility in grouping and in scheduling is desirable. Different instructional activities may require different arrangements and elements; therefore, the best organization plan will be that which insures flexibility in the use of time, space, personnel, instructional materials*, and resources. Various suggestions are available for modifying school organizational structure in order to differentiate instruction. Among these are:

> Team Teaching, a plan in which two or more teachers share in planning, instructing, and evaluating two or more class groups. Groups of pupils may be combined according to common needs, strengths, or interests in order to take advantage of specific teacher skills. The cooperative effort of teachers helps clarify and strengthen the diagnosing, planning, and evaluating of pupil progress.
>
> Nongradedness, a plan which calls for grouping pupils by ability, interest, or needs rather than by traditional grade or age groupings. Pupils are guided at their own rates through planned learning experiences of several years' duration. Continuous progress of pupils becomes the basic goal of the program with no artificial end-of-the-year promotions and no forced repetition of work.

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*Cross reference to Use of Reading Materials Appendix

PROCEDURES FOR INSTRUCTION IN READING

The systematic instruction which develops reading power is given principally during the daily reading lessons. These lessons should include the basic elements outlined below; however, the ability of the pupil and the nature of the reading selection determine when and how many basic elements will be included in each lesson and the amount of time spent on each. It is important to note that the description here is in terms of basal readers. Various reading approaches may call for different lesson organizations. The sequence of skills and organization of the reading program being used should be followed. In general, the lesson steps listen below are recommended for the implementation of the developmental reading program.

Step I. Preparation

This includes "setting the stage" and building readiness for the selection to be read. Often a new selection is related to an experience a pupil or the teacher may have had. Interest can be aroused by asking questions or by using pictures, models, or realia related to the story content. All new vocabulary skills are introduced during the preparation step through presentation of new words in oral or written context. Pupils are guided to use all previously taught phonetic skills to unlock new words, as well as the surrounding context to determine the meaning of the word in the particular situation.

Step II. Reading and Discussing

For pupils to think of reading as a tool for gaining information and solving problems, reading must be purposeful. Examples of purposes for independent, silent reading include: to prove or disprove a prediction about story content, to find answers to questions, to solve problems set up by an individual or the group, to verify information.

Guided oral reading includes rereading for specific purposes, as well as for discussion of original purposes for silent reading. The higher the reading ability of the group, the less will be the amount of oral reading needed to check on accuracy of comprehension. Other purposes for reading aloud are to read to others for enjoyment, to relate information, and to enact the roles of story characters.

Step III. Follow-up Activities

These include teacher-directed activities for reinforcement of words and skills being taught, independent work related to reading to provide enrichment or reinforcement to the individual pupil according to his need, and related activities to enrich the total reading program.

Often related reading activities are planned and provided for pupils in the classroom for the time the teacher is working with an individual or an instructional group. The activities selected should meet as many of the following criteria as possible:

Have a real purpose
Relate to pupil's interests
Are geared to pupil's abilities and needs
Encourage pupil growth
Are varied
Provide for creativity
Help to establish good habits
Insure wise use of time

In many instances, teachers will create their own exercises and activities in order to give individual instruction in a specific skill.

Diagnostic checklists, types of activities for developing reading skills,[1, 2] and measurement items are suggested for the selected skills in Reading Levels A-D.

Defined performance skills make clear to teachers, pupils, and other interested persons what a pupil should be able to do as a result of the instructional program. They indicate the pupil's mastery of and ability to apply the skills and understandings he has been taught.

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[1] See Bibliography for additional suggestions for independent and group reading activities.

[2] See Appendix for additional suggestions for independent and group reading activities.

The following outline represents checklists, suggested activities, and measurements for developing and assessing mastery of the visual perceptual, auditory, and comprehension skills of Level A, Developmental Reading Program. This outline should not be considered as a final product, but rather considered as tentative and incomplete. It is necessary that teachers continue to select and develop other activities and measurement items for their own use to meet the educational needs of the local school and of individual pupils.

SUGGESTED DIAGNOSTIC CHECKLIST

LEVEL A

Readiness Factors:

_____ Has left to right eye movement and return sweep

_____ Hears and can reproduce sounds

_____ Works on his own for a sustained period

_____ Demonstrates self-control

_____ Listens without interrupting

_____ Completes tasks

_____ Relates experiences effectively

_____ Tells a story in sequence

Word Identification Skills:

_____ Sees likenesses and differences in objects, pictures, shapes, sizes, letters of alphabet

_____ Writes alphabet letters

_____ Hears rhyming sounds

_____ Hears like sounds at the beginning and ending of words

_____ Blends sounds

_____ Recognizes words by sight in environmental situations

Comprehension Skills:

_____ Associates symbols with meaning

_____ Classifies objects by properties

Comprehension Skills: (continued)

_____ Interprets single pictures to discuss details

_____ Interprets picture-stories in sequence

General Learning Skills:

_____ Listens to and is able to follow simple directions

_____ Works independently for a period of time

_____ Undertakes new tasks willingly

_____ Develops appreciation for stories, poems, and books

READING LEVEL A

Language Development*

Skills:

Improves listening skills

Increases vocabulary and word meanings

Identifies a variety of objects or pictures of objects by name

Activities:

Correctly name and, when appropriate, label objects, material, actions, people.

Use opportunities in daily activities to increase listening and verbal skills, such as: sharing time; conversation at snack time; role playing; creative dramatics; planning and evaluating sessions; caring for materials, plants, and pets; discussing health and safety practices; music participation and listening periods.

Have pupils identify objects in the classroom and in pictures.

Give directions such as: "Bring the red block." "Get the small, light blue crayon."

Provide magazines for cutting pictures for a word chart.

Provide a "feel" box or bag for identification of object by size, shape, texture.

Plan "name-game" activities for identifying objects.

Use audio-visual materials in a variety of subject areas to increase word meanings.

Prepare follow-up activities on tapes to accompany a series of picture stories.

Take neighborhood walks during which the pupil is directed to look for specific things, such as "signs of spring," "people reading." Invite pupil to comment on what he has seen.

Skills:

Communicates freely with others

Enunciates and pronounces clearly

Develops sentence sense

Describes his experiences effectively

*Cross reference: Speech
Music

Activities:

Utilize the pupil's natural curiosity. Encourage and guide him to ask questions; to talk freely about his experiences, needs, concerns.

Promote the sharing of toys, games, pictures, and interesting happenings. Encourage pupils to speak in sentences.

Motivate pupil to participate in activities requiring use of language: discussing "news" of the day, taking part in "play" activities (playhouse, block building), discussing daily matters, setting goals together, reviewing class "rules."

Motivate informal dramatic play by providing appropriate materials.

Pair pupils to work together in listening and responding to recordings, in telling a flannel board story, in presenting a puppet show.

Stimulate participation by capitalizing on pupil's interest for listening and discussion activities: a new pair of shoes, construction work in the neighborhood, the first snowfall, a new classroom pet, an astronaut in space.

Provide practice in saying difficult sounds.

Use a chart or book of pictures to "test" sounds in initial, final, medial positions.

Record pupil's voice to stimulate correct pronunciation and use of sentences.

Guide pupil to respond to greetings and questions of others; to tell about "news" of the day, deliver messages, show parent/visitors around the room.

Discuss courtesy of facing person to whom talking.

Ask pupil to describe a classmate so others will recognize and identify.

Make provisions for pupil to describe what he is doing. Examples: "I am stringing the round, blue bead on the string." "A boy is in my picture."

Accept and encourage the pupil's responses. Converse with the pupil often. Talk to him individually about his art work, independent work, discoveries, family, favorite play choices, and TV programs. Ask questions relating to what, who, when, where, how, why.

Activities: (Continued)

Offer experiences for pupil to assume leader roles: the leading of songs, the organizing of snack time, the review of how to play a game, the deliverer of a message, the director of an activity.

Refer special needs (stuttering, hearing loss) to supportive services.

Skills:

Tells a story from a composite picture

Tells a story in sequence

Anticipates what happens next in a story

Takes the part of a story character

Activities:

Use finger, stick, or sock puppets for pupils to tell a story or an experience.

Use felt cut-outs or pictures to tell a story in sequential order.

Show picture of an action. Ask pupil what might be put in the next picture.

Read part of a story. Ask pupil to supply an ending.

Encourage dramatization of Mother Goose Rhymes, stories, recordings.

Plan for pupil to pantomime an activity for others to describe.

Skill:

Dictates experiences and concepts

Activities:

Provide dictated labels for art projects.

Record on charts dictated experience stories, directions, and experiments.

Use tape recorder for pupil to record his own story.

Provide pupil with an audience for relating experiences.

READING LEVEL A

Visual Perceptual Skills

Skill: Locates a given object, picture, symbol

Activities: Direct pupil to find named objects in pictures, films, overhead projections.

Have pupil select identified object from others in a picture or pattern. Examples: Find all the round shapes in a given picture.
Find all the "B's" in the pattern, BDBPOBB.

Provide opportunities for pupil to cut pictures of selected objects from magazines, trace shapes and letters using templates and cut-out cardboard letters.

Help pupil to identify his own name. Label his belongings.

Give an oral direction; then display name card of pupil who is to respond.

Measurements: Given an illustration, the pupil can correctly name the objects pictured.

Given a worksheet of pictured objects, the pupil can mark all pictures of the object named.

Skills: Sees likenesses and differences in objects, pictures, letters; identifies form, size, color

Becomes familiar with language of visual terms: round, straight, circle, square, triangle, rectangle

Classifies by observable properties

Activities: Provide practice in identifying and locating objects that are alike in the room, in a picture, in a pattern.

Provide opportunities for sorting objects or pictures of objects by color, shape, size, or other observable property.

Classify by one property, then by more than one property, such as: size, color, and shape.

Describe an object for pupil to name.

Visual Perceptual Skills (Continued)

Activities: (Continued)

Provide opportunities for:

Matching pegs to color on pegboard or to colors indicated at beginning of row

Matching shapes of varying sizes cut from cardboard--circles, rectangles, triangles, squares

Comparing beads, parquetry shapes, blocks; discussing size, color, shape, number

Identifying relative differences in size: big, little; larger, smaller; largest, smallest; fat, thin; long, short; narrow, wide.

Have pupil locate and mark pictures or symbols that are alike or different, pair cards that are alike from a pack of cards containing shapes and pictures (two identical cards for each shape and picture).

Measurements:

Given a set of objects, pupil can group objects by form, size, color.

Given a worksheet, pupil can locate and mark pictures or symbols that are alike in form, size, color.

Skills:

Differentiates between letters of similar form but differing in their position, such as b and d

Recognizes shapes, letters, words when they appear in different setting, color, size

Activities:

Plan activities for pupil to match letters, numerals, words.

Provide pupil with a set of cardboard letters. Display and name one letter; have pupil locate matching letter.

Guide pupil to pair capital and small alphabet letters and word cards that are alike except for beginning letter (one capital; one small).

Measurements:

Given two sets of letter cards, p, b, d, g, a, pupil can match those which are alike.

Given a worksheet of letters, W, M, N or g, q, pupil can locate and mark letters which are alike.

Skill: Distinguishes sequential order

Activities: Provide picture cards for pupil to arrange in sequence.

Ask pupil to locate from left to right the first, next, last in a group of objects, pictures, people.

Discuss individual and group experiences. Guide discussion in terms of what happened first, next, last.

Record experience stories using pupil's own language.

Have the pupil tell you, in detail, how to get from his home to school.

Plan for pupil to imitate action of group leader, such as: "clap, clap, jump."

Measurements: Given a picture of a group of objects or people, pupil can locate from left to right the first, next, last of the group.

Given a set of story telling picture cards, pupil can arrange them in sequential order.

Skill: Reproduces patterns

Activities: Plan opportunities for pupil to reproduce patterns, such as:

> Copy color patterns using pegs on pegboard or beads on string
>
> Rebuild pictures cut into parts to match identical complete pictures.

Use alphabet blocks or letter cards to match name.

Measurements: Given a bead pattern card, pupil can string beads to match the pattern.

Given a copy of own name, pupil can match it with appropriate letter cards.

Skill: Completes patterns

Visual Perceptual Skills (Continued)

Activities:

Provide puzzles for pupil to assemble.

Ask pupil to complete bead, block, parquetry square, chalkboard patterns.

Measurements:

Given an incomplete outline of a shape, pupil can complete the outline using finger or crayon.

Given a repeating pattern of objects, pupil can complete by supplying missing object.

Skill: Writes alphabet letters*

Activity:

Provide direct, individual handwriting instruction as pupil shows interest and ability to learn to write.

Measurements:

Given a model, pupil can copy upper case and lower case letters.

Given the name of a letter, pupil can write it.

Skill: Defines the environment in relation to self

Activities:

Have pupil describe objects in relation to himself; in front of - behind; near - far; left - right; before - after; above - below; on - under.

Direct playing of games, such as: "Looby Lou," "Simon Says."

Ask pupil to describe positions of objects: up - down; under - over; away from - toward; in - out

Provide pupil with different colored blocks. Give directions, such as: "Put the green block on top of the red block." "Move the red blocks on the right, the green blocks on the left."

Measurements:

Given an object, pupil can position it according to direction given (behind, in front of, next to . . .).

Given a composite picture, pupil can describe position of named objects in the picture.

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*Consult Handwriting Basic Text Materials

Skill: Develops left-right eye movement and return sweep

Activities:

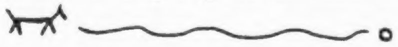
Plan activities for pupil to move and track objects from left to right.

Call attention to objects and materials on the left/right side of a given mark; pages in a book, a given picture or chart.

Guide pupil to note and respond to directions to place named illustrations on the left/right side of a work paper.

Provide exercises for pupil to follow a dotted line from left to right.

Example: Trace the dog's path to the ball.



Give directions for pupil to follow assigned work in numerical steps left to right, such as:

1	2
3	4

Provide pupil with a pattern to complete in a left to right progression. Example: Follow these patterns across a page from left to right and add the missing picture.

○-□-○-□-

○ ○-□ □-○ ○-

Measurements:

Given a continuous dotted line, moving from left to right and top to bottom, pupil can follow the line with finger.

Given a series of pictures in two or more lines, pupil can follow the progression, transferring from the end of the top line to the left side of the next line.

Skill: Develops visual memory

Activities:

Expose several objects; remove one or two. Ask pupil to name objects removed. Add more objects, shift positions of objects as child develops skill.

Remove a pupil from the group for remaining pupils to identify.

Activities: (Continued)

Give brief exposure of a picture. Ask pupil to tell about the picture.

Provide pictures or objects with missing parts. Ask pupil to identify what is missing.

Assign reproduction of a given pattern from memory.

Expose several alphabet blocks or cards, remove one. Ask pupil to name the one removed.

Encourage recognition of words by sight.

Have pupil tell about places that are not familiar, such as what was seen on a vacation trip, who came to visit on the weekend.

Measurements:

Given the name of a shape, pupil can reproduce it.

Given the name of a letter, pupil can reproduce it.

Auditory Skills

Skill: Distinguishes differences and similarities in many sounds

Activities:

Provide a wide variety of listening activities. Include recordings, musical experiences, story telling, listening posts, and listening games.

Help pupil identify sounds heard at home, at school, on the way to school.

Take walks to hear sounds: traffic, working noise, people talking or whistling, bird singing, dog barking.

Tape known sounds for repeated listening experiences. Examples: a rainstorm, boots squishing in a puddle, roller skates on a sidewalk.

Have pupil make his own sound-effect recordings.

Help pupil identify and distinguish sounds that are near and sounds that are far away.

Tap on wooden block, glass, tin can, cardboard box; have pupil listen to the sound. Later have object identified by sound heard as object is tapped.

Have pupil close eyes to identify sounds of snapping fingers, closing door, tearing or crumpling paper, someone walking.

Provide opportunities for pupil to identify known people by their voices.

Direct games such as "Dog and Bone" in which a pupil with closed eyes identifies the "dog" (pupil who barks) when the "bone" in taken away.

Produce a series of different sounds; have pupil identify the order in which sounds were produced.

Have pupil close eyes, then point in the direction of a given sound.

Play records for sound identification.

Provide practice in recognizing two words which are alike among four or five words named.

Play two to ten notes on the piano; ask pupil to clap or bounce a ball the same number of times.

Activities: (Continued)

Give directions, such as: "Turn around two times and ring the bell." "Put the bell on the table; hop back to your place." Increase the number of directions as pupil gains in skill.

Say words that sound similar (money, monkey). Say one softly; the other, loudly. Ask which was said softly/loudly.

Measurements:

Given a series of sounds, pupil can identify those that are alike.

Pupil can indicate recognition of a variety of rhythms by clapping hands to the beat of the rhythm given.

Skills:

Reproduces and imitates sounds

Blends sounds

Activities:

Read stories, sing songs, recite poems which offer opportunities to imitate sounds of people, animals, machines; rain, wind.

Plan echo games for sound imitation.

Have pupil repeat sounds made by the teacher or pupil leader: loud or soft, fast or slow, more or fewer.

Encourage pupil to vocalize the sounds of animals or objects when interpreting pictures or participating in story telling.

Say words in parts. Ask pupil to tell complete word. (f---a---ce)

Measurements:

Given a series of four words or sounds, pupil can repeat the series of words or sounds.

Given a known word, pupil can add a beginning or ending sound to make a new word. Example: and - sand; star - start.

Skill:

Supplies missing words in oral context

Activities:

Ask pupil to supply necessary word/words to complete a sentence/story.

Tell riddles; ask pupil to supply the answer.

Have pupil demonstrate knowledge of content by selecting or drawing an appropriate illustration.

Activities: (Continued)

Name three objects in a given classification. Ask pupil to supply another appropriate word, such as: "Some things in the kitchen are stove, table, refrigerator, and __________."

Measurements:

Given an incomplete sentence, pupil can supply missing word. Example: "Mother bought food at the ___________." (store, supermarket, shop)

Given a simple riddle, pupil can supply a correct answer.

Skill:

Identifies rhyming sounds

Activities:

Display pictures of things that rhyme. Help pupil to group rhyming pairs.

Have pupil clap when a rhyming word is used.

Ask pupil to supply the necessary word to complete a rhyme.

Provide instances for pupil to hear and say rhyming sounds: poems, nursery rhymes, names of children (Larry, Mary, Terry).

Have one pupil say a word, the next pupil say a rhyming word, and so one until all possibilities seem exhausted. As a variation, use nonsense words or syllables.

Measurements:

Given picture cards of rhyming objects, pupil can pair those which rhyme.

Given a dictated word, pupil can give another word which rhymes with it.

Skills:

Identifies like sounds at the beginning and ending of words

Associates spoken sounds with the alphabet letters which represent them

Activities:

Have pupil group picture cards with same beginning sound and letter representing the sound.

Plan opportunities to name all things in a given picture beginning with a specific beginning sound.

Activities:
(Continued)

Have pupil select words stated or pictured that begin or end with a given sound.

Call attention to names beginning or ending with the same sound, such as: Mark, Mary; Pam, Jim.

Ask pupil to find things in the room that begin/end alike: piano, paint, puzzle; paint, light, basket.

Direct the making of booklets of pictures that begin/end with the same sound.

Give three words, two of which start (or end) with the same sound. Ask pupil to repeat the two starting (or ending) with the same sound.

Introduce the letter representing a given beginning/ending sound. Ask pupil to name the given consonant letter and the sound for which it stands when appearing at the beginning or ending of a word, such as: book, ball, boat, and skip, top, mop.

Provide instances when the pupil uses spoken context and the beginning sound to supply a missing word.

Measurements:

Given three words, two of which start (or end) with the same sound, pupil can identify the two which start (or end) alike.

Given spoken context and the beginning sound, pupil can supply a missing word. Example: "Mother puts food on the t______." (table)

Skill:

Develops auditory memory

Activities:

Provide opportunities for pupil to repeat directions; relate his name, address, telephone number; answer who, what, when, where questions after listening to a story; deliver oral messages; retell stories, memorize finger plays, songs, poems.

Encourage pupil to dictate stories of experiences and "tell" his own stories and poems.

Measurements:

Given a simple message, pupil can repeat it correctly.

After listening to a short story, pupil can identify sequence of four or five pictures relating to the story.

READING LEVEL A

Comprehension - Literal

Skill:	Listens to and demonstrates understanding by following directions
Activities:	Provide simple, clear directions for routines, games, use of materials. Provide directions, such as: "Color, make, draw, circle, underline, trace." Demonstrate procedures and give directions for an activity. Ask pupil to complete the activity independently. Provide opportunities for pupil to go to other parts of the building to deliver messages, make requests.
Measurements:	Given a direction for drawing a picture or marking a worksheet, pupil can make appropriate response. Given a direction containing two actions, pupil can complete the task.
Skills:	Observes likeness and differences* Classifies objects, events, ideas
Activities:	Provide many activities in which pupil uses senses to see, hear, touch, smell. Provide magazines for cutting pictures and classifying into selected groups: toys, food, animals. Relate holidays to seasons. Use pictures representing holidays and seasons for pupil to match. Plan activities to "collect" objects that are alike.
Measurements:	Given pictures of objects, people, and animals, pupil can group them according to named category. Given four activities, pupil can select the appropriate season for the activity. Given four events, pupil can select the appropriate time sequence: yesterday, today, tomorrow.

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*Cross reference: Visual Perceptual Skills

Skill: Knows objects can be placed in more than one category

Activities: Provide many opportunities for pupil to discover multiple classifications of objects, such as: beads--shape, color, size; ribbon--width, length, color, texture; animals--small, large, farm, zoo, pet, water, land; surfaces--hard, soft, rough, smooth.

Provide a group of pictures of related objects for pupil to select things that go together: knife and fork, cup and saucer.

Provide opportunity for pupil to select pictures of objects appropriate for mother's kitchen or pictures of objects appropriate for travel on water.

Measurements: Given a set of blocks, pupil can group them according to size, color, shape.

Given a set of varied pegs/dowel sticks, pupil can group according to length, thickness, weight.

Skill: Associates symbols with meaning

Activities: Introduce symbols for meanings: red traffic light means "stop"; picture of snowman to represent a snowy day; the numeral 2 to represent two of something; the letter "P" to represent the beginning sound in Peter's name.

Provide activities requiring the pupil to identify and use the symbols introduced.

Decorate two boxes or bags with question marks. In one place a variety of small objects: a ball, a marble, a string, a top. In the other place a name card for each object in Box 1. Have pupil select an object from Box 1 and without looking at it guess what it is. Print the name of the object on the chalkboard. Have pupil find the matching card in Box 2.

Measurements: Given weather chart symbols for rain, snow, sunshine, and clouds, pupil can select appropriate symbol for the day's weather news.

Given the numeral "2," pupil can match it with two objects.

Skills:

Relates ideas in sequence

Recalls events in sequence, immediate and delayed

Activities:

Discuss the sequence of events in a simple story. Have pupil illustrate each event, then put pictures together to tell the story.

Provide opportunities for pupil to narrate a short story told in a series of pictures; retell favorite stories, poems, finger plays.

Plan the day's activities. Discuss what will be done first, next, last.

Record details of an excursion, group activity, individual experience.

Provide for recall of events of yesterday, last week, last season.

Arrange science investigations in sequence. Call attention to first, second, last of things to do.

Suggest various ways of reporting or sharing information with others, such as: telling, showing, illustrating through art media or dramatization, taping for listening post activities.

Play games involving recall ability.

Plan to watch a specific area near school to see how it changes with the seasons.

Measurements:

Pupil can relate what happened first, next, last, or past, present, future of a series of activities.

Pupil can tell a story in sequential order.

Skill:

Acquires information through varied techniques

Activities:

Provide labels: pictures, symbols, names.

Construct self-help charts: height chart for measuring growth, "Birthday" chart for noting name and new age, color and number charts, calendar, alphabet cards.

Have pupil check label as an aid to locating supplies.

Activities: (Continued)

Have pupil check name on work-play activity charts to note his task.

Guide pupils to investigate materials and conditions aiding them in making discoveries. Examples: Air makes things move; some things float in water, some do not.

Demonstrate ways to solve problems/find answers.

Provide alternate types of materials and actions to solve problems/find answers. Example: To learn about seeds: examine different kinds, listen to stories and recordings, view films/filmstrips, talk with a gardener, plant some under different conditions.

Measurements:

Given several pictures, the pupil will select the one which shows the action described by the teacher.

Given directions, pupil can investigate to find out needed information. Example: which of the rocks are smooth, which are rough.

Skill: Identifies main ideas; notes details

Activities:

Guide pupil to note and describe detail in pictures.

Ask pupil to describe details of color, size, shape, smell, texture of materials used in demonstrations.

Call attention to main ideas of experiences, such as:

We feed our pet so it can live and grow.
We practice fire drills so we will have a safe exit.
We put on paint shirts to protect our clothing.

Ask pupil to share materials from home that are related to a specific topic. Discuss details of material shared: name, use, size, color, shape.

Measurements:

After hearing a story, pupil can tell main idea. Example: Whistle for Willie*, Peter kept trying until he learned to whistle.

Given a picture, pupil can describe details of objects according to color, size, shape.

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*Keats, Ezra Jack. Whistle for Willie. New York, New York: The Viking Press, 1965.

READING LEVEL A

Comprehension - Interpretive

Skill:

Interprets given information; pictures, stories, investigations

Activities:

Provide a single picture. Ask pupil to note what is happening and to note why.

Use pictures from collections or magazines. Encourage imaginary conversation about the happenings in the picture.

Tell part of a story. Show the concluding picture. Ask pupil to supply an ending for the story.

Ask pupil to tell a story about a picture as if it happened at different times of the day or season.

Ask one pupil to start telling a story; another, to complete it.

Provide varied opportunities for pupil to give relevant imaginary conversation for story characters. Make use of recordings, dramatizations, puppets.

Present an interesting but simple picture without too much detail. Have a pupil tell his story of the picture and make the "story characters" talk. Ask other pupils to tell the story but add something new or have the characters speak in a different way.

Encourage pupil to provide story character conversation.

Measurements:

Given the concluding picture of an unfinished story, pupil can supply an appropriate story ending.

Given story telling pictures, pupil can provide story character conversation.

Skill:

Predicts what will happen next in a series of events

Activities:

Tell part of an interesting story. Have pupil tell or make a picture to show how the story ends. Pupil may like to hear the true ending of the story after he has had the fun of making up his own ending.

Plan to ask pupil what he thinks will happen next: tomorrow, next week, next season.

Read, record, or tell part of a story. Ask pupil to add an ending.

Activities: (Continued)

Suggest "story starters," such as: "What may happen on a very windy day?" "What will you do when summer comes?"

Measurements:

Given a story starter question, pupil can tell what might happen.

Given the beginning of a story, pupil can illustrate or tell an appropriate ending for the story.

Skill: Makes comparisons; relates cause and effect

Activities:

Help pupil compare data, for example: ice before and after melting, causes of smoothness and roughness of textures.

Discuss everyday happenings; such as, a crayon left on the heater, how is it different?

Provide opportunity for pupil to compare stories on the same topic.

Discuss why story characters respond as they do and what might happen that could change their responses.

Measurements:

Given two stories about animals, pupil can tell in what ways the animals are alike.

Given a description of two buildings, pupil can identify use of both.

Given two stories, one about life in the city and the other about life in the country, pupil will describe some differences between city and country life.

Skill: Evaluates information

Activities:

Help pupil to recognize what is absurd or ludicrous in pictures and rhymes; what is real, unreal.

Show pictures, read stories of pupils in other places and countries. Discuss how they are alike/different from pupils in your room, your neighborhood.

Discuss actions and words of story characters; note an action or conversation that suggests ("tells") an idea about the story.

Measurements: Given known stories, pupil can distinguish which are real, which are make-believe.

Given statements about a story, pupil can make true or false judgments.

Skill: Uses context clues

Activities: Suggest completion of sentences, such as:

> "The flag is red, white, and ________." (blue)
> "Animals on a farm are cows, chickens, and __________."

Construct simple riddles; ask pupil to tell the answer.
For example: "It is orange.
It makes good pie.
It makes a jack-o-lantern."

Measurements: Given an incomplete sentence, pupil can supply the missing word. Example: "It is time to stop our work and put away our __________." (paste, blocks, toys, puzzles)

Given a simple riddle, pupil can supply the answer.

The following outline represents checklists, suggested activities, and measurements for developing and assessing mastery of the word analysis and comprehension skills of Level B, Developmental Reading Program. This outline should not be considered as a final product, but rather considered as tentative and incomplete. It is necessary that teachers continue to select and develop other activities and measurement items for their own use to meet the educational needs of the local school and of individual pupils. It is suggested that the previous level checklist be used in evaluation of pupil mastery of skills before proceeding to this level.

SUGGESTED DIAGNOSTIC CHECKLIST

LEVEL B

Vocabulary Development:

_____ Develops sight vocabulary
_____ Uses picture clues
_____ Uses context clues and word definitions to identify new words
_____ Recalls story sequence in discussing and dramatizing stories
_____ Identifies the letter names and their sequence in the alphabet

Word Analysis Skills:

_____ Uses initial, final, and medial consonant sounds to identify new words
_____ Substitutes initial and final consonant sounds
_____ Knows and uses short vowel sounds to identify new words
_____ Hears syllables in words
_____ Recognizes the root word and variant endings of known words

Comprehension Skills:

_____ Locates given information
_____ Recognizes and recalls events of time and place in sequence

_____ Predicts outcomes and checks predictions by reading

_____ Recognizes the main idea in a story

General Learning Skills:

_____ Follows oral and written directions

_____ Begins to read independently in library and supplementary readers

_____ Participates willingly in reading activities

_____ Concentrates on a task

Skill: Develops sight vocabulary

Activities: Use experience charts and personal experience stories.

Use captions or labels to identify objects of interest in the classroom.

Tack colorful pictures of objects on a bulletin board. Make word cards to correspond with the pictures. Encourage pupil to tack appropriate words under the pictures. Change pictures and words often.

Put new word lists in a folder cut in outline of train, bus, boat. Use lists for story writing or bulletin board and picture labeling.

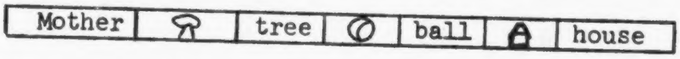
Have pupil cut out and bring in words they can read in newspapers and magazines. Paste on chart or in scrapbook.

Provide pupil with worksheet of words written in columns and rows. Have pupil cover or mark the words pronounced by the teacher.

Tape stories; provide the written, illustrated story for a read-along listening post activity.

Provide each pupil with word cards. On the reverse of each is pupil's dictated sentence containing the given word.

Prepare a series of small rectangular picture and word cards in the shape of dominoes. Have pupil match words to pictures.



Provide a large oak tag circle. Around the outer edge paste eight or ten pictures, such as: apple, bike, cowboy. Attach a large pointer to the center of the circle so that it spins easily. Print corresponding word cards with appropriate pictures on the reverse. Pupil spins the pointer, locates the appropriate word from his card set to describe the picture where the pointer stopped.

Keep individual or class word collections. Examples: weather words, words for a birthday, words about spring.

Skill: Uses picture clues

Activities: Provide columns of pictures and columns of words for matching.

Use picture and word cards to teach name words.

Project a large picture on piece of newsprint taped to chalkboard. Ask pupil to name individual items in picture, write the word in black crayon just below each picture. After items have been labeled, turn off the projector. Have pupil read the labels. Variation: Project transparencies.

Use rebus stories; provide pictures for unknown words.

Skills:

Compares and contrasts new words

Learns to look through the entire word when working out new words

Uses configuration clues

Activities:

Have pupil match words, sentences, and captions with pictures.

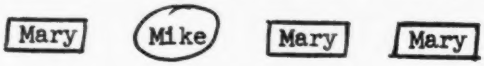
Have pupil find repeated words or phrases.

Encourage pupils to play games with word, phrase, and sentence flash cards.

Provide opportunity to pantomime and dramatize the meanings of words.

Provide worksheets for pupil to mark the "twin" letters in words: little, kitten, apple, funny.

Duplicate words in horizontal rows. In each row write three words the same, one different. Ask pupil to circle the word that is different and to make a block around those that are alike:



Skill:

Uses picture dictionary to find words

Activities:

Provide opportunity for making picture dictionaries of new words.

Arrange words in simple classifications.

Provide instruction in the use of picture dictionaries.

Use picture dictionaries in making assignments to individuals and groups.

Keep individual or group card file of holiday or seasonal picture words.

Skill:

Identifies sentences by beginning and ending punctuation

Activities:

Provide a worksheet of sentences from a reader story. Ask pupil to mark the beginning and ending of each sentence.

Provide practice in framing given sentences in reader stories by using "pointer fingers" at the beginning and end of the sentence.

READING LEVEL B

Vocabulary - Contextual

Skill: Identifies a new word from those surrounding it in a sentence and in a paragraph

Activities: Have pupil select the proper word to fill in a space left blank in a sentence. Example:

They made a _______ for the puppy.
bad bed

Provide scrambled phrases. Ask pupil to combine the phrases to form meaningful sentences.

Ask pupil to circle the correct sentence for a picture by selecting from two similar sentences: e.g. See the cat
See the can

Ask pupil to frame words in context in answer to a question.

Provide four words, three of which have similar meaning. Ask pupil to identify the unrelated word. Example: tiny, small, little, hard.

Skill: Uses word definitions to identify new words

Activities: Prepare a worksheet where the pupil reads an exercise and crosses out the word that does not apply or is not related in meaning to the other words. Example:

Tom likes Mike.
Mike likes Tom.
They are _______. (friends, pals, toys)

Joan and Jill are sisters.
Joan looks just like Jill.
Jill looks just like Joan.
They are _______ sisters. (twin, two, friends)

Duplicate sentences, leaving out a pertinent word. Ask pupil to draw a picture for the missing word and circle the correct word from two provided. Example: Rabbits have long _______. (tails, ears)

Use frequent opportunities to discuss word meanings. Examples: bright-shiny; red-scarlet; a dog barks-bark on a tree.

READING LEVEL B

Language - Oral

Skills:

Extends listening and speaking vocabulary

Begins to use correct sentence form

Uses pronoun antecedents

Activities:

Plan for pupil to share an object, an incident, or a story with the group.

Use choral speaking to develop good enunciation and expression.

Use listening post materials for independent work assignment.

Guide pupil to use pronoun antecedents. Provide discussions and statements, such as: "I am giving the book to Peter. I am giving it to him. Now I will give the book to Janet. I am giving it to her." Ask pupil to be the leader, choose person, give the book, tell to whom the book is given.

Encourage role playing. Ask pupil to act out and provide dialogue for a given situation.

Skill:

Discusses and dramatizes stories in correct sequence.

Activities:

Ask pupil to describe a character or given point of action in a story.

Ask for answers to specific questions that develop the sequence.

Select story episode; ask pupil to state events happening before and after.

Ask pupil to describe the beginning, middle, ending of a story.

Provide opportunities for dramatization of stories.

Skills:

Develops effective oral reading skills and uses meaningful expression

Observes use of boldface letters to indicate emphasis

Activities:

Direct pupil to read orally: a favorite passage, the funniest, the most interesting, or the most beautiful.

Plan audiences for oral readers: interested adults, friends, classmates.

Provide opportunity for pupil to listen to good story telling recordings to help develop good expression.

Demonstrate the use of voice tone and inflection to show meaning.

Record pupil's reading selections. Play back and discuss pupil's success in emphasizing boldfaced words.

Record familiar story episodes. Ask pupil to identify the selections as exciting, happy, sad, funny, scary, etc.

Provide read-along experiences through taped story and written copy of the story or book.

Skill: Recognizes large thought units and word groups

Activities: Guide pupil to classify words by meaning and function. Discuss: Words for People, Words for What We Do or Did, Color Words, Words to Use in Composing a Birthday Greeting.

Arrange an assortment of words in wall pocket chart. Have pupil put words in appropriate columns, such as under "cat" all the words for animals, under "Mary" all the words for people, under "bike" all the words for things.

Place selected word cards in rows. Select words of a given classification; add one word in each row which does not fit the classification. Ask pupil to identify and remove the word which does not belong. Example:

cat bike dog pig hen
girl baby boy book man

READING LEVEL B

Language - Written

Skills:

Identifies the letter names and their sequence in the alphabet

Recognizes the relationship of upper and lower case letters

Activities:

Provide alphabet cards for matching. (Scrabble set letter tiles can be used.)

Arrange sentence strips in a pocket chart without using capital letters. Have pupil read the sentence, then place capital letters over lower case letters incorrectly used.

Provide the alphabet letters in sequence. Cover one letter. Ask pupil to name the letter covered.

Duplicate the alphabet with some missing letters. Ask pupil to supply the missing letters.

Present uncompleted manuscript letters on overhead projector. Ask pupil to complete the letters.

Skills:

Writes words independently

Writes simple sentences independently

Understands the meaning and use of punctuation marks and certain abbreviated forms

Activities:

Provide self-help charts and picture dictionaries.

Choose a picture from pupil's reader. Ask pupil to write on a sheet of paper all the things he can see in the picture.

Have pupil fill blank spaces in known words. Examples: "b_ke", "I h_ve a bal_."

Provide pupil with selected letter cards. Ask pupil to build and then copy as many words as he can. Example: k, i, l, t, g, e, t, l, o (like, little, look)

Display a picture that gives ideas for short sentences. Discuss the picture briefly, then have pupil write two or three sentences about it.

Use sentence starters. Ask pupil to complete the sentences. Example:
Today is ______. We will ______.

Direct pupil to use the same word in a telling sentence, a question, and an exclamatory sentence. Example: May I go to play? Yes, you may go! Tom may go now.

Put punctuation marks on separate cards. Arrange sentence strips in a pocket chart without punctuation. Have the pupil read the sentence then add the appropriate punctuation card.

Skill: Begins to use language creatively in written expression

Activities:

Stimulate creative writing by reading stories and poems, by sharing pictures.

Write "Some children were ________ up the street." Read it aloud. Have pupil supply as many words as possible to make the sentence complete. (walking, running, jumping, skipping, hurrying, staring, looking, hopping)

Provide sentence strips that will combine to make short stories. Have pupil select and arrange sentences to compose "his" story.

Provide a series of story telling pictures. Direct pupil to make a booklet by pasting each picture at the top of a sheet of writing paper. Have pupil write an appropriate sentence or two under each picture.

Encourage pupil to compose his own thank-you note, invitation, holiday greeting. Provide self-help word lists.

Provide unfinished sentences as story starters, such as: "This is a good day because ______." "I do not have a bike, but I do have ______."

Suggest a continuing writing diary, "All About Me." Have pupil include such things as: "People who live at my house," "Food I like to eat," "Things I like to do in my house," "Things I like to do outside my house."

Present a picture of a story action. Have pupil write the action that might precede or follow the picture action.

READING LEVEL B

Word Analysis Skills - Phonetic

Skill: Associates sounds and letters of initial, then final consonants

Activities:

Provide bag or box containers for storing objects or pictures beginning with a given sound.

Have pupil fold paper into eight squares. In each square ask him to draw a picture beginning or ending with a selected sound.

Provide pictures. Ask pupil to identify the beginning sound of each picture.

Write words on the chalkboard beginning with consonants that have been studied; have pupil read them. Say words that begin with the same sounds; have pupil find the words on the chalkboard whose initial consonants match the words you say.

Tell pupil you are going to say some words. Ask him to listen for the ones that start or end with the same sound; e.g., go, get, some, good; or get, want, can't, can.

Take an indoor or outdoor building tour to look for things that begin (or end) with a specific consonant. On return to the classroom, have pupil list by writing or recording on tape the objects discovered.

Give the pupil a circle of pictures with a consonant sound in the middle. Ask pupil to color only the pictures which begin with that sound.

Have pupil cut pictures from magazines beginning with the same consonant and paste on a chart containing the letter represented.

Have each pupil make a booklet, each page containing the capital and small form of the letter and pictures representing the letter.

Give each pupil three letter cards, examples: m, n, and h. Say a word beginning with one of the letters. Have each pupil hold up the appropriate beginning letter.

Read aloud a story with repeated chosen initial consonant sound. Give pupil a clapping signal. Repeat the story. Have pupil respond to initial consonant sound with given signal.

Measurements:

Given a list of four words, three of which begin with the same consonant sound, the pupil will state the word having a different initial (or final) sound.

Given a word orally and a list of letters, the pupil will identify and mark the letter which begins (or ends) the named word.

Skills:

Uses initial and final consonant sounds to identify new words; recognizes medial consonants

Substitutes initial and final consonant sounds

Activities:

Make quick substitution of beginning and final consonants. Ask pupil to say the new words.

Ask pupil to finish sentences by changing the first letter of an underlined word to make a new word: "Will mother make a big ____?" (cake)

Write the name of a word family on the board. Say, "I'm thinking of a word that belongs to the 'ack' family. Can you guess what it is?" A pupil may respond by saying, "Is it pack beginning with a p?" Write "pack" on the board saying, "No, it is not pack." Continue until the right word is named.

Have pupils say and write words of the same family - all, call, ball, fall.

Distribute cards with known word endings to half the group and cards with consonants to remaining half. Direct pupils to pass among each other to see if they can make a word by combining their cards. When a word is made, the pupil says, "We made ____ with our cards." Continue until all cards are paired.

Have pupil identify correct word that is missing in a sentence, using words with an initial consonant change. Example:

"Jeff wants to play ____." (ball, call)

Make new words by substituting final consonants, using the same beginning letters. Example: bat, bag, bad; or cat, can, cap.

Prepare individual copies of words with a consonant missing in initial, final, or medial position. Have pupil supply the missing consonant.
Examples: ha_, bu_man, _top (s)
pea_ut, ma_, _ow (n)

Name a consonant. Dictate or record words containing the consonant sound named. Ask pupil to indicate whether the consonant sound is at beginning, middle, or end of the word. Examples:

t	sister	white	wet	hurt	count
	twin	best	try	into	floating

Prepare a worksheet for pupil to mark the beginning, middle, or ending position of a named consonant. Example:

d				m			
dress	d			jumping		m	
yelled			d	morning	m		
hard			d	am			m
birthday		d		them			m
countdown		d					

Measurements: Given a named consonant, pupil can identify words that begin or end with the appropriate consonant sound.

Given a list of words, pupil can substitute the initial or final consonant to make new words.

Skill: Associates visual and auditory perception of rhyming sounds

Activities: Divide paper in six squares. In each square, put a word and two pictures, only one of which rhymes with the word. Ask pupil to color picture which rhymes with the word.

Write a two-line rhyme on the blackboard or on a chart, omitting the last word of the second line. Ask pupils to supply the missing rhyming word.

Provide two lists of words. Ask the pupil to draw a line between the words that rhyme.

Present a list of phonograms. Ask pupil to write as many sensible words as he can. Example:
at - cat, sat, hat, fat
ake - cake, make, take
ight - light, fight

Provide a list of 20 or 30 words. Ask the pupil to draw a line under the words that rhyme with a given word.

Measurements: Given a new word, the pupil will name two other words which have the same rhyme ending.

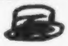
Given a list of words, the pupil will identify those which rhyme.

Skills: Knows and uses short vowel sounds to identify new words

Knows and uses long vowel sounds to identify new words

Activities:

Say four or five words to pupils, all but one containing the vowel sound to be studied. Pupils identify the one that is different. Example: little, big, bike

Divide paper into nine squares. Each square contains a picture using a short or long vowel sound. Next to the picture, the word is printed with the vowel sound missing. Pupil writes in vowel. Example:  h_t

Write words containing short vowels on separate cards. Fold the end of the card back. Write an "e" on the flap. Read the words without the "e" first, containing short vowels; then flip over the flap with the "e" and read the word with a long vowel. cut e Example: cut, cute; can, cane; hid, hide

Write three or four words which contain one short vowel. Change vowel and ask pupils to identify new word. Example: bit, bat, bet, but

Provide a list of words and pictures representing the words. Ask pupil to put all the words and accompanying pictures with the same vowel sound into the same column or box.

Record sentences on your tape recorder. Prepare exercises to accompany the tape. Place directions for marking the exercise on the tape. Example of sentences: "Do you write with a pin or a pen?" "Do you hit a ball with a bat or a bit?"

Ask pupil to return to his reader to skim for words that fit into given categories. The categories for sorting are determined by the vowel sounds.

Measurements:

Given pairs of words orally, the pupil will state whether the words in each pair begin with a short or long vowel sound.

Given a column of pictures and name word of picture with vowel sound-symbol missing, pupil can supply the missing letter.

Skill:

Learns selected consonant blends and digraphs

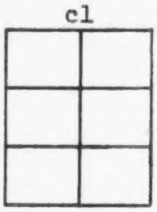
Activities:

Provide exercises for pupil to circle the pair of words that end or begin with a given blend (or digraph).

Prepare worksheets containing pictures illustrating consonant blends. At the bottom of the paper are squares containing the blends. Have pupil cut out the letters and paste them next to the correct picture.

Discuss a given consonant blend or digraph. Have pupil name as many things as possible; then fold the paper in six squares and draw as many objects containing the sound as possible. Example:

clown, clothes, clock, etc.



Divide the class into small groups. Provide each group with chalkboard space and a baseball diamond drawn in that space. The bases are lettered with blends/digraphs that are being taught. The pupil who can say/write a word beginning or ending in the corresponding blend/digraph at each base gets a home run. Once introduced, this game can be conducted with pupil leaders.

Measurements:

Given a list of words having a selected consonant blend in the initial or final position, the pupil will pronounce each one.

Given a word and a list of blends (or digraphs), the pupil will identify the blend (or digraph) contained in the word.

Skills:

Learns selected diphthongs

Recognizes some vowel variants

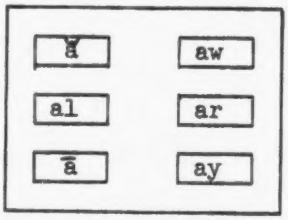
Activities:

Write on the board or chart a list of words containing a diphthong such as "ou". Pupil finds it in the word, underlines it, and reads the word. Example: found, outside, bounce, mountain, count.

Duplicate the above activity by using words containing a vowel variant such as "ar". Example: farm, barn, are, car, star.

List words containing diphthong "ou". The pupil writes words under key word, as: bought ouch soul.

Make a chart containing pockets. On the front of each pocket write the vowels and vowel variants and pictures representing the variant vowel sounds. As words are learned containing the sound, place them on cards in the correct pocket and review words already in that pocket. Example: at, cage, farm, saw, ball, play



Write on the chalkboard a list of known words that contain variant sounds of one vowel letter. Have pupil head columns on a sheet of paper with the names of vowels in the examples. The pupil then locates words for the given vowel sounds and writes them under the appropriate heading. Example: a followed by r, a followed by l or w.

Measurements: Given a list of known words, pupil can identify words containing same diphthongs or vowel variant.

Pupil can list three words containing a given diphthong or given vowel variant.

Skill: Notes certain silent letters

Activity: Write a list of words containing a silent letter. Ask pupils to identify or underline the letter that is silent. Example: cage, ready, whistle, lamb, know.

Measurements: Given a list of words containing silent letters, pupil can cross out all silent letters.

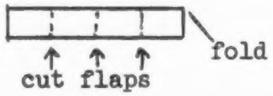
Pupil can list several words containing silent letters (initial, middle, or final).

Skill: Extends skill in blending sounds

Activities: Provide practice in blending two sounds first. Then add a third sound to form words. Example: Write m on board and sound; then ma and blend; then add: mat, man, map, mad.

Encourage pupil to sound word parts smoothly and quickly.

Direct the making of flip cards. Fold paper lengthwise, cut four flaps to the fold on one half.



Write beginning blends on the top of the four flaps. Under the flaps, write words beginning with the blends. Provide opportunity for pupil to give quick recognition of the words. Examples:

bl	tr	br	st
black	tree	brother	stay
blue	trick	brook	stop
block		brave	start
		bright	story

Measurements:	Given one syllable words having the short (a, e, i, o, u) vowel in the initial or medial position, the pupil will blend the sound patterns to pronounce the words, as in: at, cat, mat, sat. Given a list of words having a consonant blend in the initial or final position, the pupil will pronounce each one without hesitation. Example: must, dust, stop, stand, list, stick

READING LEVEL B

Word Analysis Skills - Structural

Skill: Recognizes capital letter forms

Activities: Provide opportunities for pupil to match the capital and small letter forms.

Provide opportunities for pupil to match words, identical except for letter size.

Duplicate sentences. Have pupil locate and mark capital letter forms.

Make charts of words requiring capital letter forms: names of people, schools, streets, days of week, months of the year.

Provide individual cards for bingo-type game.

Measurements: Given a set of capital letters, pupil displays one named by teacher.

Given identical words except for beginning letter form (upper and lower case), pupil can match the words.

Skill: Hears syllables in words

Activities: Demonstrate to pupil how syllables can be counted by feeling chin movements as a word is said.

Say a selected list of words to the pupil and ask him how many parts he hears in each word.

Give the pupil a list of words he knows. Ask him to write after the word how many parts he hears (1, 2, 3).

Measurements: Given a known word of more than one syllable, pupil can identify the parts of the word.

Given a list of known words, pupil can write after the word how many parts he hears.

Skills: Uses familiar word parts to identify new words

Recognizes singular and plural forms of words by adding s

Recognizes the root word and variant endings of known words

Activities:

Place cards for the ending "s" along the bottom of a chart holder. In the upper part, arrange word cards such as the following: one, two, three, a, bike, dog, kitten, wagon.

Pupil is to pair number words and the words for things in any combination he wishes, adding "s" to the words for things where needed.

Provide practice in making new words by adding verb endings to familiar words: s, ed, ing.

Ask pupil to select the correct word form to fill a blank in a sentence: Please _______ with me.
play, plays, played, playing

Provide exercises for pupil to circle the root word in given words.

Provide opportunities for pupil to mark familiar word parts which retain the same pronunciation in different words, such as "an" in stand and answer.

Measurements:

Given a set of singular and plural nouns, the pupil will illustrate appropriately.

Given a word containing a suffix and a sentence with a word missing, the pupil will use the part of the given word to complete each sentence. Example: The girl can ______ rope. (jumping)
(jump)

Skill:

Recognizes and makes compound words

Activities:

Write words in two columns. Have pupil draw lines between the two words that make a compound word.

Have pupil underline the words which make a given compound word.

Have pupil make as many sensible compound words as possible, using a given word as the first part of his compound word. Example: farmboy, farmgirl, farmyard, farmhouse.

Measurements:

Given a list of compound words, the pupil will identify the two words used to form each one.

Given two lists, each of which are composed of one of the parts of the familiar two-part compound words, the pupil will match the word parts in order to reform each compound word.

Skill: Recognizes contractions and their component parts

Activities: Introduce and compare contracted forms: I will - I'll; what is - what's; he is - he's; is not - isn't.

Provide worksheets of contractions. Ask pupil to write the complete words. Examples:

he's _____ _____ can't _____ _____
she's _____ _____ couldn't _____ _____
here's _____ _____ wouldn't _____ _____
there's _____ _____ isn't _____ _____

Measurements: Given two words, pupil can write the contraction correctly.

Given a sentence in which a contraction is used, the pupil will write the two words represented by the contraction.

READING LEVEL B

Comprehension - Literal

Skill: Locates given information

Activities: Provide self-help charts for easy reference, such as: color names, "direction" words, mathematics symbols, key pictures, and words for letter sounds.

Provide labels for checking supplies, noting tasks.

Ask questions about a story, have pupil find the sentence in the story which answers the question.

Measurements: Given a written direction for making a picture, pupil can make the picture.

Given a question from a story just read, pupil can find the sentence in the story which answers the question.

Skill: Reads to verify information

Activities: Provide a set of pictures and describing words, phrases, or sentences. Ask pupil to match pictures with appropriate words, phrases, or sentences.

Check comprehension of details by directing pupil to answer Yes-No questions or respond to statements as true or false.

Hectograph or write riddles on the chalkboard for pupils to tell, write, or illustrate answers.

Write a short paragraph on the chalkboard followed with one to three questions. Have pupils write the answers to the questions and the number of the sentence in which the answer is found.

Give pupils a paragraph to read, followed with some multiple choice questions or statements. Have pupils underline the correct answers and verify answer in story.

Measurements: Given a set of pictures and describing sentences, pupil can match sentences to appropriate pictures.

Given statements about a reader story, pupil can prove or disprove a point by locating the verifying sentences.

Skill: Recognizes and recalls events of time and place in sequence

Activities: Read a story. Have pupils organize the events in sequential order.

Show a single frame from a known filmstrip. Discuss what happened just before and just after.

Give pupil four sentences from a known story. Ask pupil to illustrate and arrange sentences in proper sequence on a piece of paper. Variations: Have sentences and illustrations placed in order on a flannel board; have sentences and illustrations assembled for a box movie; use individual pocket charts for assembling sentences.

Discuss the sequence of a story. Assign each pupil a part of story to write a sentence about or to draw a picture. Assemble in correct order for a class booklet.

Provide scrambled sentences for pupil to cut and paste in correct order.

Measurements: Given a list of story events, pupil can mark events which happened first, next, and last.

Given scrambled sentences from a known reader story, pupil can arrange sentences in sequential order.

Skill: Recognizes emotional attitudes of story characters

Activities: Provide a variety of magazine pictures of people. Ask pupil to locate happy and unhappy faces. Later choose one of the faces. Ask pupil to tell how he thinks the person feels and why he may feel that way.

Have pupils fold a paper into four blocks. Mark off four blocks on the chalkboard. In each block write a word to describe an emotion, such as: happy, angry, sad, afraid, surprised. Ask pupil to illustrate or find a magazine picture that illustrates each word meaning.

Discuss with pupil and frame sentences from known reader story that reflect story characters' feelings.

Measurements: Given a series of pictures of facial expressions, pupil can classify them according to happy, unhappy.

Given a known story selection, pupil can locate story character expressions or descriptions that tell how the story character feels.

READING LEVEL B

Comprehension - Interpretive

Skill: Interprets story facts

Activities: Provide a specific reading assignment; ask pupil to note certain ideas. Have pupil write or illustrate.

Provide opportunities for story dramatization.

Suggest that pupil provide the illustrations for a story read.

Measurements: Given a story, pupil can provide an appropriate illustration for it.

Given a topic such as "Winter Fun", pupil can locate books in classroom library that tell about winter activities.

Skill: Draws conclusions from story facts

Activities: Put a paragraph on the chalkboard. Under the paragraph write three or four words which describe something in the paragraph. Ask pupils to underline the word which they think best describes it. Example:

> Dick was playing with his toys. He was all alone. The room was very quiet. All of a sudden he heard a noise. The noise became louder. Dick jumped up. He was
>
> mad happy afraid sad

Provide two or three sentences about a reader story. Ask pupil to select the sentence which tells what the story is about. Discuss the pupil's choice. Guide him to identify more important ideas from lesser important ones. Ask him to tell why certain actions occurred.

Measurements: Given stories heard and read, the pupil will make conclusions, such as: Workers are needed in our city. Animals need food. Friends are important.

Given three sentences leading to a conclusion, the pupil will state why the conclusion is logically correct. Example: Pam went out the door. It was raining. Pam got wet.

Skill: Predicts outcomes and checks predictions by reading

Activities: Have pupils read the first part of a story. Ask them to tell, write, or draw their prediction of how the story will probably end. Finish reading the story to learn its real ending.

Read an unfinished story. Discuss why character felt or acted as he did and what he might have done next.

Discuss, draw, write, or dramatize what might have happened next after the story ended or how story might have ended differently.

Measurements: Given the first part of a story, pupil can predict its ending; then read to learn the author's ending.

Given a story without its ending and three different conclusions, the pupil will select the conclusion which best predicts the story's ending.

Skill: Makes inferences from given facts

Activities: Prepare sentences for pupil to identify all the missing words which will make sense. Example: "We can play with ______." (bikes, balls, dogs, fun)

Ask child to complete sentences, such as: "If it rains, I will need to __________________." "If I am lost, I will ________________."

Measurements: Given an incomplete sentence about an activity or a story, pupil can complete the sentence, such as: "A strong wind and snow make a _________." (blanket, blizzard)

Given a story title, pupil will state an environment in which the story might logically occur.

Skill: Recognizes the main idea in a story

Activities: Have pupils read a selection and underline the words which tell the main idea.

Read a short paragraph. Ask pupils to choose the best title from three suggested.

Write and number a summary sentence for each of several reader stories. Ask pupil to match the sentences with story title found in the table of contents.

Have pupil illustrate a story and write a title for it.

Provide synopsis cards for classroom library collection.

Measurements: Given a short story, pupil can tell or mark the best title for the story.

Given sentences from a story, pupil will select the sentence which best tells about the story.

Skill: Distinguishes fact and fantasy

Activities: Write the beginning of a story on the chalkboard, such as:

When I got home and opened the door, I saw __________

Ask pupils if story could really have happened. Discuss, for example, if animals really talk or why we read such stories.

Draw picture of story, base it on the facts in the story. Display and discuss if it's fact or fantasy.

Give pupils a list of sentences, some real and some fanciful. Ask them to write Yes after the real sentences and No after the fanciful ones. Examples: Jeff is a goat. __________
A goat can ride a bike. __________
Mike likes the farm. __________

Measurements: Given a known story, pupil can tell whether it is a real or make-believe story.

Given a known story, pupil can identify story excerpts which could or could not really happen.

Skill: Sees relationships in time and space

Activities: Provide opportunities for pupil to group stories read in terms of: stories that take place in winter, summer; stories about people far away; stories of now and long ago.

Write on the board or chart a list of phrases or words from a story that tell where and when the action took place. Make two headings, "Where" and "When", and place words and phrases under proper headings.

Example:

Where	When
at school	now
here	today

Ask pupil to estimate time of given action in a story: A.M., P.M.

Measurements: Given a story, pupil can tell when and where it might have happened.

Given a topic, such as stories of long ago, stories of people far away, stories that take place in summer, pupil can locate appropriate books in classroom library.

Skill: Recalls and evaluates materials read

Activities: Guide pupil to compare stories on same topics, such as: pets, home, and families. Direct questions, such as: Did the stories tell what pets like? Which pet would you like to have? Why? How is your family like/different from the story families? (Be sure to provide trade books and related reading materials to supplement the basic reading program. Provide classroom library collection and encourage its use.)

Encourage pupil to share newspaper/magazine pictures and illustrations on topic of interest.

Measurements: Given a question, such as: "Did any of our stories tell what pets like?", pupil can answer with appropriate response.

Given a story on a defined topic, pupil can recall a previously heard or read story on same topic.

The following outline represents checklists, suggested activities, and measurements for developing and assessing mastery of the word analysis and comprehension skills of Level C, Developmental Reading Program. This outline should not be considered as a final product, but rather considered as tentative and incomplete. It is necessary that teachers continue to select and develop other activities and measurement items for their own use to meet the educational needs of the local school and of individual pupils. It is suggested that the previous level checklist be used in evaluating pupil mastery of skills before proceeding to this level.

SUGGESTED DIAGNOSTIC CHECKLIST

LEVEL C

Vocabulary Development:

_____ Distinguishes between sight words similar in appearance

_____ Uses beginning dictionary to find appropriate word meanings

_____ Uses context, contrast, and comparison in identifying unfamiliar words

_____ Selects appropriate word meanings

_____ Applies skills being developed in writing, spelling, punctuating, capitalizing, and arranging written work

Word Analysis Skills:

_____ Masters sounds of consonants in initial, medial, and final position

_____ Recognizes and uses diacritical markings for long and short vowel sounds

_____ Makes generalizations in changing verb endings

_____ Makes generalizations in changing nouns from singular to plural

_____ Recognizes suffixes and prefixes

_____ Understands accent in words

_____ Identifies the vowel sound in every syllable

Comprehension Skills:

_____ Can sequence main ideas, time, and story scenes of factual stories

_____ Understands different literary forms

_____ Recognizes the relationship of details to main ideas

General Learning Skills:

_____ Uses table of contents

_____ Develops alphabetical skill to the second and third letters

_____ Locates main ideas, notes details, locates topics, sees the proper sequence, finds key words, confirms a statement

_____ Evaluates and advances own reading skills

_____ Uses independently a variety of word identification skills

READING LEVEL C

Vocabulary - Sight

Skill: **Increases sight vocabulary**

Activities:

Draw a spiral path on a large sheet of paper with a hangar at one end. Divide the path into sections. On each section write one sight word. Make markers representing airplanes and make a duplicate set of small cards with the same sight words printed on them as are on the spiral path. Divide the small printed cards among the players. The first player turns up one card, says the word, and places his marker on the spiral path where the word is. The activity proceeds until all small cards are gone. The pupil closest to the hangar wins this game.

Number a large cardboard circle from 1-12 and fasten a pointer to the circle so it will spin. On cards words are written and the cards numbered to correspond to the clock face. A pupil starts by spinning the pointer. He chooses a card with the same number as he spun and says the word. The player who ends up with the largest number of cards is the winner.

Assign a word study partner to each pupil. The pupil tries to read all 220 basic words to his partner. If he misses any word, he makes a flash card to study the word. Later the partner checks to see if he has learned these words.

Provide words from the Dolch list for pupil to identify.

Use a commercial or teacher-constructed tachistoscope

Skill: **Distinguishes between sight words similar in appearance**

Activities:

Provide the pupil with a list of ten familiar words that are similar in appearance. Ask pupil to use each word in a sentence.

Provide a simple crossword puzzle made up of sight words that are similar in appearance for pupil to complete.

Pair words that are similar in appearance in two columns. Ask pupils to underline the one word in each line that is named.

Provide sentences with one missing word. Ask pupil to select the correct word from words similar in appearance. Example:
The ball went ______ the net. (thought, though, through)

Give two familiar words that are similar in appearance to pupil to pronounce and use in sentences. Example: then, them; house, horse.

Skill: Uses beginning dictionary to find appropriate word meanings

Activities:

Provide sentences, each containing an underlined word. Ask pupil to locate the underlined word in the dictionary to check its meaning for proper use in the sentence.

Give pupil a selection to read in which selected words are underlined. Have him use the dictionary to find the meaning of each word as it is used in a particular sentence.

Direct pupil to use the following procedure in using a dictionary:

a. Locate the given word in dictionary, read each definition given.
b. Select the one best suited to the context.
c. List the word in the card file.
d. Use it in conversations and in writing.

Provide a list of known words for pupil to locate in a dictionary. Then ask child to relate the meanings of each word.

Provide a list of known words for pupil to write a sentence in which he uses the word correctly.

READING LEVEL C

Vocabulary - Contextual

Skill: Recognizes natural word and sentence order

Activities:

Provide sentences related to a topic. Ask pupil to arrange sentences in an order that "tells" the story or the message intended.

Write on the chalkboard a list of events that happened in the story. Do not write the events in sequential order. Include several events that did not happen in the story. Have the pupil read the story by sections. After each section is read, have him find and record the event that goes with it.

Give scrambled words from a sentence. Ask pupil to reconstruct the sentence.

Provide selected phrases for pupil to use in sentences. Examples: one rainy day, as if she were

Skill: Uses context, contrast, and comparison in identifying unfamiliar words

Activities:

Give a list of unfamiliar words and use each word in a sentence. Have pupil read each sentence using context clues to identify the unfamiliar word.

Have pupil read newspaper articles to find new words that can be figured out by use of context clues.

Put a list of words on the board that show comparison. Have pupil use them in sentences. Example: more than, less than; greater than, not as

Language - Oral

Skill: Uses word and punctuation cues as aids in pronunciation

Activities:

List several words using the diacritical marks. Have the pupil pronounce them, then use them in sentences.

Find examples in a story to illustrate each punctuation mark. Have pupil give reasons for marks being used. Have pupil read the examples orally to show understanding of the use of the marks.

Skill: Demonstrates knowledge of appropriate word meanings

Activities:

Select five or six familiar words giving their different meanings. Write two or three sentences for each word using the meanings. Have pupil write the appropriate meaning of the word beside each sentence.

Give the pupil a word having several meanings. List several questions and have him write the answers using the meanings. Example: recovered 1. got well 2. got back something that was lost or taken away 3. picked up

1. If a sick girl recovers, how does she feel? ________
2. If a pitcher drops a ball and recovers it, what does he do? _______
3. If a man recovered the money he lost, what happened?

Write ten words on yellow paper. Put these in an envelope along with ten definitions written on blue paper. Have pupil match words to word definitions.

Write eight phrases on the chalkboard. List words beneath which describe the phrases. Ask pupil to match the word with the phrase.

Write a word and the definitions given for it. Write sentences using the various definitions. Ask the pupils to identify the meaning of the word as it is used in each sentence. Example: range 1. a row or line 2. A cooking stove 3. land for grazing 4. place to practice shooting 5. wander; roam

_____ The cattle are out on the range.
_____ The plane flew over the range of mountains.
_____ He took his gun to the range.
_____

Skill: Recognizes homonyms, homographs, antonyms, and synonyms

Activities:

Write sentences having an underlined word. Ask the pupil to replace the underlined word with a synonym.

Write a jumbled list of synonyms and antonyms. Have the pupil tell words that are synonyms. The same activity can be used with antonyms and homonyms.

Write several homographs giving definitions. Write a sentence for each homograph. Have pupil tell the correct definition of the homograph used in the sentence.

Skill: Uses descriptive words and phrases

Activities:

Present a list of colorful words and phrases used in a story. Pupils give a sentence for each word and phrase. Record this activity on tape. Pupils using listening posts then can do activity independently.

Ask pupil to find a picture, study it, and tell some colorful words that describe the picture.

Skill: Distinguished words according to use; nouns, verbs, adjectives

Activities

Write several sentences. Have pupil underline the nouns with red pencil, verbs with blue crayon and adjectives with green crayon.

Divide the chalkboard into three columns. At the top of each column, write a part of speech, such as nouns, verbs, adjectives. Direct pupil to think of a word that would fit in one of the categories, say the word, and write it in the appropriate column.

Write several sentences on the chalkboard. Direct the pupil to see how the meaning of the sentence is changed by adding single words or word groups that tell who, what, when, and how. Have pupil identify the words and word groups. Example:

$$\text{Seeds were planted } \underbrace{\text{quickly,}}_{\text{How}} \underbrace{\text{during April.}}_{\text{When}}$$

Make a chart with four pockets. Label the pockets Who, What, When, How. Have pupil write a sentence or phrase for one of the headings, read it to the class, and place it in the proper pocket.

Skill: Develops skills in oral reporting of materials read

Activities: Provide time for oral reporting and sharing of personal reading.

Direct pupil to select from his recreational reading interesting passages to read to the class.

Have pupil memorize a favorite poem and recite it to the class.

Tape individual reports. Pupil using earphones may evaluate his report by replaying the tape. Evaluation may be in written form or by conference with the teacher.

Skill: Conveys character emotions, visual images, and story moods through oral reading and dramatization

Activities: Discuss each character from a story read silently. Permit pupil to record a passage or part of a story depicting character emotions. Have pupil tell if his own voice depicted the emotions of the characters.

Select a play for pupils to read as the characters would express themselves.

Have pupil portray a character in the selection read. He should express the emotion of the character through both visual image and vocal dynamics. Pupils try to guess which character he represents.

READING LEVEL C

Language - Written

Skill: Applies writing, spelling, punctuation skills in all written work

Activities:

Encourage pupil to keep a diary, writing an entry each day.

Suggest a class story booklet, asking each pupil to contribute at least one story or poem to the project.

As a class project, write a story suitable for a radio script. Have pupils broadcast it to an audience.

Have pupil arrange his collection of creative writing or social studies reports, illustrations, and maps into a good working arrangement or format. May base it on format of a book.

Skill: Recognizes and uses punctuation marks correctly

Activities:

Have pupil write daily news items on chart paper. Help him to use capital letters and punctuation marks correctly.

Make a chart such as the following and place on the bulletin board. Have pupil use chart for self-help.

DON'T FORGET US

. I am a period
? I am a question mark
! I am an exclamation mark
, I am a comma
" " We are quotation marks
' Apostrophe is my name

Provide several paragraphs that are punctuated incorrectly for pupil to correct. Pupil may check corrections against an answer key.

Skill: Records experiences effectively

Have pupil record the steps of the experiment after it has been completed.

On a class trip appoint two or three pupils to record the activities. Ask the recorders to summarize and read their observations to the class.

Have pupil select a partner and write a story about a class walk or class trip. Have story read aloud and evaluated constructively by classmates.

Skill: Writes original stories and poems, writes new endings for other stories

Activities: Cut out an interesting action picture. Have pupil write a story about it using as many descriptive words as he can.

Encourage pupil to write cheerful stories and poems with colorful illustrations. These stories and pictures can be fastened together to make a booklet. The booklet could then be sent to a sick classmate or a local hospital.

Plan a poetry corner in the classroom. Encourage pupil to write original poems, type them, and display in the poetry corner.

Have pupil reread a story and write a different ending for it.

Select an event or nature form. Write several sentences containing important information about it. Then condense it into a poem or Japanese Haiku. May display it on a Poetry Line (a string with clothes pins going across one area of the room).

READING LEVEL C

Word Analysis - Phonetic

Skill: Masters sounds of consonants in initial, medial, and final positions

Activities: On the board put a list of words omitting the initial consonant letters whose sounds have been studied. Have the children supply the correct consonant letter to make the word correct. Example: r, p, s

_abbit _afe _ile
_ale _ump _ight

For variation, divide the class into two teams. Have the chalkboard divided into two parts with two lists of words, omitting the initial sound. Ask the first pupil from each team to go to the board and complete any word, then give the chalk to the next person on his team to complete a word. The first team to finish the list wins. This type of activity may also be used with medial and final sounds.

Measurements: Given a list of familiar words with missing consonant letters, pupil can supply missing letters to complete the words.

Given a familiar word, pupil can substitute or add one consonant letter to make new words. Example: mine-mile-file-pile-piled

Skill: Masters sounds of short and long vowels

Activities: Suggest that the pupil be a word detective. Write a few sentences; then have pupil identify the number of long vowel words and short vowel words.

Write a list of sentences omitting a vowel in one of the words. Ask pupil to write the missing vowel. Then have him identify the long vowel or short vowel by using the correct diacritical mark over the vowel written in the blank.

Measurements: Given a list of familiar words, pupil can mark all short and long vowel sounds.

Given short and long vowel sounds, pupil can supply a word illustrating sounds given.

Skill: Identifies and uses the schwa sound

Activities: List several two-syllable words with the schwa sound in the unaccented first syllable of each word; examples: machine, across, afraid, parade. Divide words into syllables. Ask pupil to pronounce the words orally. Have him identify which syllable should be accented. Have him give the vowel sound of the first syllable and decide if it is long or short. Help pupil make generalization that when the first syllable of a two-syllable word is accented, the vowel sound in that syllable is usually a schwa sound.

List in a column words containing the schwa sound. Divide the words into syllables and indicate the accented syllable. Circle the syllable with the schwa sound in it.

Measurements: Given a story that has been read, pupil can list words that contain the schwa sound.

Given the schwa sound, pupil can supply several words containing the sound.

Skill: Compares word parts in final position

Activities: Write several words ending in ous on the chalkboard. Note that the words have same ending. Underline or circle the ending. Ask pupil to look at the part that is left to see if it is a root word. If it is a root word, then give a name to ous (suffix). If it is not a root word, then what is ous? (part of root word or a word part or syllable) List other words on the board and have pupils select the words in which ous is a word part:

curious
anxious
delicious
dangerous
courageous
poisonous

Do the same with other word parts (ion: condition, lion).

After introducing various endings and discussing how they change the meaning of a word, provide multiple choice sentences for practice; pupil underlines answer:

There are many (courage, courageous) firemen.
The spy was a (traitor, traitorous) person.

Measurements:

Given a list of words and appropriate word part endings, pupil can group words according to like endings.

Given a word ending, pupil can write the missing part to complete the word.

Skill:

Recognizes all blends, digraphs, and diphthongs

Activities:

Select several words containing the blends, digraphs, or diphthongs studied. Then write sentences in which the pupils select the right word to complete the sentence. Example:

Sharon had to ____________ hard to answer the problem.
(think, thick)

List the blend studied at the top of the paper. Below list sentences with word containing the blend. Have pupils underline the word containing the blend after reading the sentence.

Measurements:

Given a list of words containing blends, digraphs, or diphthongs studied, pupil can identify and use them correctly in sentences.

Given a blend, digraph, or diphthong studied, pupil can supply a word containing the given blend, digraph, or diphthong.

Skill:

Uses the soft sound of c and g

Activities:

Review rules concerning the application of soft c and g. Prepare a list of words containing both hard and soft g and c. Have pupils apply rules in pronunciation of the words.

List two columns of words on the board - one containing all soft g or c sounds and the other, all hard g or c sounds. Have the words read orally, noting whether the sound of g or c is hard or soft. Circle the letter with the soft sound, underline the letter with the hard sound. Ask pupils to find the vowels following the letter with the soft sound (e, i, y), the hard sound (a, o, u).

Review soft and hard g. Write a list of words containing both soft and hard g sounds. Provide two words, one with hard g and the other with a soft g as key words. Discuss the g sounds with the pupils. Then have them list the words from the list under the key word. Example:

gold	cage

From this help pupil make a generalization that when **g** is followed by a, o, or u, it usually has a **hard** sound; when it is followed by e or i, it usually has a soft sound, pupil may note some exceptions to this generalization as give and get. This activity may also be used to review the soft and hard c sound.

Measurements: Given a list of words containing hard and soft c and g sounds, pupil can classify the words according to hard or soft c and g. Examples: Alice, Carol, garage, city, civil, citizen, council, principal, coarse, engine.

Given hard and soft c and g sounds, pupil can supply a word illustrating each sound.

Skill: Uses the vowel variants

Activities: Review orally the sound of ur, ar, ir, er, or and pronounce several words having the variants. Have pupils suggest additional words and list on the chalkboard. Underline the variant.

Place vowels a, e, i, o, u, on the chalkboard. Then add an r to each. Note how the letter r changes the sound of each of the vowels so it is neither long nor short. Provide sentences using variants. Omit the vowel variant and have pupils select correct word for the sentence. Example: Tom ______ at the strange bird. (scored, stared, tired, cured)

Measurements: Given a list of words containing variants, pupil can group words according to like variants.

Given a vowel variant studied, pupil can supply a word containing the given vowel variant.

Skill: Recognizes all the silent letters

Activities: Place familiar words on the chalkboard as: delight, knight, thought, neighbor. Have pupil note how the words are alike. Note the sound of gh. Have pupil read the words. Help pupil to generalize that when gh comes in the middle of a word or near the end of a word, it is usually silent.

Provide pupil with a list of words with the silent letters kn, gn, ph, and b. Have him cross out the letters which are silent. Have him add words having the same silent letters.

Provide a list of small words containing silent letters: lamb, truce, wrist, know, knife, through, daughter, etc. In columns provided list how many sounds are heard and how many letters are seen. Pupil must be able to explain the difference between the number of sounds and the number of letters. Pronounce words to self, cross out the silent letters.

Measurements:

Given a list of familiar words, pupil can identify all silent letters.

Given a studied silent letter, pupil can supply a word which contains the silent letter.

Skill: Recognizes diacritical markings

Activities:

Provide opportunity for pupil to classify words according to how many syllables there are in the words.

Introduce and explain vowel sound markings.

Write a list of small words: hat, hate; rid, ride; not, note. Note vowel sound of each word. Mark it correctly with the macron or breve. Follow this by providing a list of words for individual practice.

Provide the pupil with a list of key words from the dictionary. Under these write several sentences from the story they have just completed. Underline the words in the sentences containing vowel sounds that are the same as the key words. Ask the children to read the sentences and mark the long and short vowels in the underlined words.

Measurements:

Given a sentence with an underlined word, pupil can locate the underlined word in the dictionary and mark it like the word is marked in the dictionary.

Given a word, pupil can mark it correctly according to his standard pronunciation.

READING LEVEL C

Word Analysis - Structural

Skill: Identifies syllables of words; recognizes syllables in words of one medial consonant and one medial digraph

Activities: Select sentences that contain words with one medial consonant. Ask pupil to read the selection, underline medial consonant words, and divide into syllables.

Give the pupil a list of two-syllable words with medial digraphs. Instruct him to divide the words into syllables, counting consonant digraph as one consonant letter. Example: gath/er cush/ion

Have pupil make lists of words from newspaper articles under the headings, Three Syllable Words, Four Syllable Words.

Provide the pupil with eight sentences containing underlined words. Instruct the pupil to write above each underlined word the number of syllables it contains.

Measurements: Given a list of words, pupil can write the number of syllables in the words.

Given the numerals 1, 2, 3, pupil can provide a word containing the given number of syllables.

Skill: Identifies the vowel sound in every syllable

Activities: On chalkboard, write list of words from pupil's readings. Have him say each word and underline the vowel sound in each syllable.

Form the generalization that each syllable has one vowel sound. List several multiple-syllable words in chart form. The pupil completes columns 1 and 2 independently. Example:

Word	Number of Vowel Sounds	Number of Syllables
paper	2	2

Ask pupil to read the list of words and identify the number of vowel sounds and syllables. Upon completion, have the pupil state, then write, this generalization in his own words.

Use a list of words from a reader story, pronounce them. Ask pupil to indicate the number of vowel sounds he hears. Have him note that the number of vowel sounds is the same as the number of syllables. Have pupil state this generalization in his own words.

Measurements:

Given a list of familiar words, pupil can underline the letter that stands for the vowel in each syllable. Examples: helmet, magnet, velvet, little, picnic.

Given a list of familiar words, pupil can name the number of vowel sounds and the number of syllables each word contains. Examples: grab (1), number (2), boat (1), brake (1).

Skill:

Recognizes and knows meanings for suffixes and prefixes

Activities:

List common prefixes. Opposite them list words to which these prefixes can be added. Have pupils make new words. The same can be done for suffixes.

Provide two lists: one of prefixes studied, one of base words to which prefixes can be added. Choose one prefix, then draw a line from it to the base word with which it may be used, use it in a sentence. A prefix may be used more than once. (For variation, teams may be used and a point scored for every correct answer.) This may also be used with suffixes.

Provide a list of words having prefixes and suffixes. Ask pupil to break the words into parts, writing each part under the correct heading. Instruct pupil to replace any letter or letters in the root word. Example:

	Prefix	Root	Suffix
distrustful	dis	trust	ful
retracing	re	trace	ing

Give pupil a list of root words. Ask him to add un, dis, re, or pre before each word. Write the meaning of the root word and the meaning of the same word when the prefix is added.

Prepare a list of words ending with common suffixes. Have pupil give definition of word by using the meaning of the suffixes. Example: delightful - full of delight.

Measurements:

Given a list of prefixes, the pupil can match them correctly with the root words.

Given a list of words containing studied prefixes and suffixes, pupil can identify the prefixes and suffixes.

Skill: Makes generalizations in changing nouns from singular to plural

Activities: Duplicate the following adding many singular words. Have pupils fill in the plural column.

Singular	Plural
penny	
money	
monkey	

Write sentences using the plural form of nouns. Ask pupil to underline each plural word and above it write the singular form. Example: Cherries grow in many orchards.
Donkeys led many journeys through the valleys.

Review principles that some words ending in f change f to v before adding es; some words ending in y change y to i before adding ed or es. Have him apply the principles in adding endings to suitable words and use the new words in sentences.

Measurements: Given a sentence containing a plural noun, pupil can rewrite the sentence using the singular form of the noun. Example: Babies are fun to watch. A baby is fun to watch.

Given a list of familiar singular nouns, pupil can rewrite their plural forms.

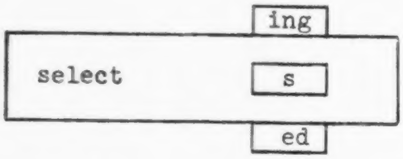
Skill: Makes generalizations in changing verb endings

Activities: Discuss the rule which concerns doubling the final consonant in a verb before adding ing, ed. Have pupils add these endings to a group of words to apply the rule learned. Examples: scrub, swim, skim, map.

Using the rule, "Verbs ending with e often drop the e before adding endings," have pupil compile other verbs that follow this rule. Examples: bake, slice, write.

Explain that when a verb ends in y and there is a consonant letter before the y, then the y is changed to i before adding ed or es. Examples: empty, dry, fry. Have pupil list other verbs that follow this rule.

Cut pairs of tagboard strips about 2" x 6". On one strip, write a base word. After it, cut two horizontal slits about 2¼" long. On the second strip write endings which could be added to the base word. Insert this strip through the slits of the base word card. New words are made by moving the ending strip up or down. Example:



Measurements:

Given a list of verbs with different endings, pupil can group words according to like endings.

Given a familiar verb, pupil can write its varied endings and use the new word forms appropriately in sentences. Examples: hum, hummed, humming; sparkle, sparkled, sparkling; fry, fried, frying.

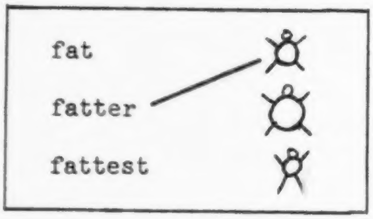
Skill:

Recognizes comparative and superlative forms

Activities:

List pairs of similarly structured words. Have pupil circle the parts in each word which are alike. Draw a line under the parts that are different. Examples: fatter, fattest; thinner, thinnest.

Provide the pupil with a sheet of paper divided into several squares. Each square contains a word with comparative and superlative endings and an illustration of each ending. The pupil draws a line from the word to the correct illustration. Example:



Explain that when a root word ends with y and there is a consonant letter before the y, the y is changed to i before the er or est ending is added. Examples: lazy, lazier, laziest; happy, happier, happiest. Then provide word lists from stories read. Ask pupil to write the root word of each comparative and superlative form.

Measurements:

Given the word big or fat, the pupil can write the er and est forms.

Given the word happy or funny, the pupil can write the er and est forms.

Skill:

Uses knowledge of contractions and compound words to identify unfamiliar words

Activities:

Write one part of a compound word on an index card. Write the second part of the word on another card. Scramble and place in an envelope. Encourage pupil to work independently or with partner to put compounds together.

Have pupil copy from his reading five sentences containing contractions. Then have him rewrite the sentences, using the complete word from which the contractions were derived.

Prepare two columns of words. Have pupils put a word from the second column with a word in the first column to make a compound word. May then use word in a sentence.

Write sentences containing words that will make a contraction. Underline these two words. Have pupil read each sentence, first using the underlined words, then substituting the contraction for the underlined words. Write each contraction directly above the underlined words so comparison of the two forms can be made.

Measurements:

Given incomplete sentences containing compound words, pupil indicates meaning for the compound word by completing the sentence correctly. Examples: A fireplace is __________ (a place for fires). A playthingis __________ (something to play with).

Given sentences containing contractions, pupil can rewrite the sentences using the two words that formed the contraction.

READING LEVEL C

Comprehension - Literal

Skill: Recalls and verifies specific information

Activities:

Use paragraphs which contain many details, ask pupil to reproduce the ideas orally.

Have pupils dramatize "Hunting for Action." A pupil acts out silently a part of a story just read. The other pupils then hunt for the place which tells about it in the story. The one who finds it may read it aloud.

Prepare a group of "why" or "how" questions for a selection read. Have pupil write the answer to each question without looking back at the selection.

Measurements:

Given a short paragraph and a question about the paragraph, pupil can mark the paragraph sentence which answers the question.

Given two factual statements, pupil can mark the one that can be checked by looking in a reference book. Example: Abraham Lincoln declared an end to slavery. The totem carver liked Lincoln's picture.

Skill: Can sequence main ideas, time, and story settings of factual stories

Activities:

Tell a story to the group. Have them list what happened first, second, third.

Have pupil determine from the story the time of year, the various settings, etc.

Have a pupil retell a known reader story in his own words. Ask class to determine if his sequence is correct.

List five or six scrambled sentences in paragraph form which, if correct, would describe a particular incident of a story. Have the pupil read the scrambled sentences and rewrite them in correct sequence.

Measurements:

Given main ideas from a known reader story, pupil can state the sequence of the ideas.

Given known reader story titles, pupil can classify according to place and time of story events.

Skill: **Identifies introductory and concluding paragraphs**

Activities:

Have the pupil supply the ending paragraph to a story read.

Provide a list of introductory and concluding paragraphs. Determine through discussion the characteristics of introductory and concluding paragraphs.

Have pupil read an introductory paragraph of a story to find out what the story is going to be about. Prepare questions related to the introductory paragraph for pupil to answer. Example: What kind of story do you think this will be? Where does it take place? What time of year is it?, etc.

Measurements:

Given paragraphs from known stories, pupil can classify them as to introductory or concluding paragraphs.

Given descriptive phrases, pupil can classify them as more appropriate to introductory or to concluding paragraphs. Example: from now on, one fine day, at the circus, a foolish fisherman, no longer needed, next time, finally the boat came.

READING LEVEL C

Comprehension - Interpretive

Skill: Locates main ideas in paragraphs

Activities: Provide the pupil with several paragraphs containing the main idea in a different location (beginning, middle, end). Have him write the main idea for each paragraph.

Have pupil read a story having several paragraphs. List three sentences for each paragraph. Ask pupil to check the sentence that best expresses the main idea of each paragraph.

Measurements: Given paragraphs with the main idea located in different areas, the pupil can correctly select the main idea from each paragraph.

Given several statements about a known reader story, pupil can mark the statements of most importance to the story.

Skill: Recognizes the relationship of details to main ideas

Activities: Locate the main or topic sentence of the paragraph. Discuss why the rest of the sentences belong to this sentence.

Provide several short paragraphs that have a sentence or two that do not belong. Have the pupil locate these irrelevant sentences and be able to discuss why they do not belong.

Have the pupil list all the important details from a paragraph, then summarize the main idea in his own words.

Measurements: Given a paragraph, the pupil can locate any irrelevant details.

Given the main idea and sentences from a story, pupil can mark sentences which support the main idea.

Skills: Notes cause and effect relationships

Makes deductions and draws conclusions from written material

Activities: From the story, list causes in one column and in another column list the results/effects in scrambled order. Have pupil match result/effect with cause.

Ask why questions. Have pupil discuss reasons for actions of characters.

Measurements:

Given a story selection, pupil can identify and classify sentences that tell how something happens and sentences that tell why something happens.

Given story character expressions, pupil can match them to story action.

Skill: Compares characters, plots, events

Activities:

Direct pupil to make a comparison of two versions of the same fable or story. Have them relate the differences and likenesses.

List general characteristics (some applicable; others, not applicable) regarding story character role. Example: astronaut, mechanic, engineer, nurse. Have pupil select the characteristics that are appropriate to the given story character.

Select stories that have characters who have accomplished or invented something. Example: X-Ray, gas mask, moon walk. Have pupil read the selections and discuss the qualities that were similar in each character.

Select the main character from two stories read. Instruct pupil to list how they are alike, how they are different. Pupil checks himself by rereading both stories and evaluates his work.

Measurements:

Given a list of known story characters, pupil can classify them according to occupation and contribution.

Given known reader stories, pupil can classify them according to adventure, mystery, informational.

Skill: Relates illustrations to text for interpretations

Activities:

Have pupil make pictures showing himself in his favorite place in any story he has read. Let others identify the name of the story depicted and the situation in the story.

Have pupil locate sentences or paragraphs which tell about the illustrations of a story. Have him list words that are descriptive, exciting, or action. Place words in columns under proper headings.

Locate a story in the Table of Contents of the reader. Have pupil discuss the illustration in relation to the story title.

Measurements:

Given a list of homonyms and phrases representing each, pupil can match words to phrases and supply an appropriate illustration for each. Examples: pointer - dog trained to hunt, thin rod used for pointing to things; palm - the inside of your hand, a tree; tumbler - a drinking glass, an acrobat.

Given an illustration, pupil can supply appropriate story text.

Skill:

Makes inferences from implied words and related facts

Activities:

Give pupil a selection to read. In one column write the characters by name; in the other, scramble some implied facts about them. Have pupil match character with the implied fact.

In the first column, list several ideas of a story as stated in the words of the author. In the second column, what the author meant is stated in different words. Have pupil select the idea in the second column that matches the idea in the first column. Example: What Author Said What Author Meant

Measurements:

Given a story selection, pupil can locate and mark descriptive words, actions, conversation that tell something about a named story character.

Given factual statements about a known reader story, pupil can mark them as being true, false, or unknown.

Skill:

Distinguishes between fact and fiction

Activities:

Present several story selections, some fact, some fiction, about a historical character. After reading the selections, have pupil distinguish fact from fiction about the character. Examples: Betsy Ross, Benedict Arnold

Check the facts or details given in a selection against other sources. Example: encyclopedia, resource text.

After pupil has completed a basal reader or several units of a basal reader, list the titles of the stories from the Table of Contents. Direct pupil to write after the titles listed either Fact or Fiction.

Measurements:

Given several statements, factual and ludicrous, pupil can mark the factual statements.

Given a story situation, pupil can tell whether it is fact or fiction.

Skill: Interprets the author's ideas

Activities:

Utilize an overhead projector. Present a statement of a famous President (Lincoln, Kennedy) or some other statement. Then give this idea in different words along with several other ideas about the statement. Have the pupil select the same idea as the statement. Discuss why the statements are saying the same thing.

Have the pupil paraphrase an idea given by someone famous or an author of a story the pupil is reading. Ask if other pupils agree that the rewriting presents the person's ideas.

Explain to pupil that an author has a purpose for writing a story. He may want to teach, give new information, or entertain. Have the pupil read a selected paragraph and list the reasons which the author may have had for writing the story.

Measurements:

Given a list of descriptive words, pupil can mark those that describe a person in the selection read. Examples: kind, fierce, bothersome, thoughtful, friendly, unkind.

Given a story selection, the pupil can paraphrase or interpret the idea or theme correctly.

Skill: Understands different literary forms

Activities:

Have pupil read various selections, discuss literary form and characteristics.

Have pupil write an original story in the style of the selection. Examples: poetry, narrative fairy tale, fairy tale, tall tale, historical fiction.

Measurements:

Given titles of known selections, pupil can classify according to fairy tale, poetry, fable, modern, historical.

Given a new story selection, modern, historical, biography, pupil can identify its literary form.

Skill: Reads with understanding in the content areas

Activities:

Have the pupil read several different types of articles about a certain subject or person. Then have him discuss why he slowed down as he read certain selections; why he read certain selections faster. Examples:

1. selection may have steps of procedure
2. reader may be required to study a diagram

Provide the pupil with a list of different types of content. Under each indicate the different reading rates. The pupil underlines the rate at which he has read the article. Examples:

1. a friendly letter
   carefully, normally, rapidly
2. rules for a new game or steps for a science experiment
   carefully, normally, rapidly, skimming

Provide opportunities for skimming to find information to answer questions in a reading selection. This could be in form of an individual worksheet or questions on tape. Pupil using listening post answers questions on blank sheet of paper.

Give the pupil a map containing information about a story selection just read or a topic in social studies area just completed and a list of questions that require the use of the map.

Measurements:

Given a chart or diagram and a question, pupil can locate needed information.

Given a story title, pupil can name words he expects to find in the opening paragraphs.

Skill: Uses critical thinking skills in problem solving situations

Activities:

Assign pupil to write an ending to a story in which a problem must be solved by the main character.

Provide opportunities for pupil to identify problem(s) in a story and supply his own solution(s) for solving them.

Measurements:

Given problem situations from familiar stories, pupil can state how each was resolved.

Given a new problem situation, pupil can supply an appropriate conclusion.

The following outline represents checklists, suggested activities, and measurements for developing and assessing mastery of the word analysis and comprehension skills of Level D, Developmental Reading Program. This outline should not be considered as a final product, but rather considered as tentative and incomplete. It is necessary that teachers continue to select and develop other activities and measurement items for their own use to meet the educational needs of the local school and of individual pupils. It is suggested that the previous level checklist be used in evaluating pupil mastery of skills before proceeding to this level.

SUGGESTED DIAGNOSTIC CHECKLIST

LEVEL D

Vocabulary Development:

_____ Knows many sight words

_____ Understands synonyms, antonyms, and homonyms

_____ Uses vowel and consonant sounds to identify new words

_____ Uses sentence meaning to identify new words

_____ Learns to check derivation of words

_____ Knowledge of sentence structure for recognition of words

Word Analysis Skills:

_____ Uses methods of word attack to unlock new words

_____ Recognizes vowel digraphs and diphthongs

_____ Uses diacritical marks to identify new words

_____ Recognizes root words, prefixes, and suffixes

_____ Can divide words into syllables

_____ Uses knowledge of contractions and compound words to identify new words

_____ Begins to note accented and unaccented syllables

Comprehension Skills:

_____ Recalls and verifies specific information

_____ Recognizes sequence of events

_____ Recognizes main ideas and details which support them

_____ Recognizes cause and effect relationships

_____ Recognizes implied meanings of words

_____ Makes deductions and draws conclusions

_____ Evaluates conclusions

_____ Distinguishes between fact, fiction, and opinion

_____ Evaluates author's purpose

General Learning Skills:

_____ Adjusts rate of reading to purpose

_____ Uses table of contents, indexes, glossary

_____ Uses skimming, note-taking, outlining, summarizing

_____ Uses alphabetizing for locating information

_____ Uses guide words and pronunciation keys

_____ Reads for personal pleasure

READING LEVEL D

Vocabulary Development - Sight

Skill: Extends sight vocabulary

Activities:

Introduce new words and new concepts by using pictures, graphs, and stories. Encourage pupils to broaden concepts and acquire a meaningful vocabulary by research both inside and outside the classroom.

Have pupil collect sight words that give him difficulty. Let him make posters for those words which lend themselves to illustrations.

Skill: Demonstrates an interest in word origins

Activities:

Encourage pupil to keep a word file or personal dictionary stating word origin, meaning of the word, and an example of its use in a sentence.

Prepare lists of interesting words, their origins and meanings scrambled. Have the pupil match the lists.

Select a word outside of the normal vocabulary. Post the word on bulletin board. Have pupils consult the dictionary for the meaning, part of speech, origin, etc. At the end of week, discuss it with cupil and use it in sentences. Post meaning of word, record sample sentences, and put word into class or individual word dictionary.

Skill: Recognizes that word meanings change through time and usage

Activities:

Have pupil use the dictionary to locate several words and become knowledgeable of their meanings. Have him write questions to test the meaning of the words. Example: Is a tiger a coniferous animal? He writes his question on a 5 x 3 card. On the back he writes the answer he expects: "No, a tiger is not a coniferous animal because coniferous means 'cone bearing'."

The cards are collected and a "quiz master" (another pupil or the teacher) asks the questions. A point is given for the correct response.

Use an overhead projector or an opaque projector to show how a word's usage changes through time and usage. With opaque you can show actual samples from old books, newspapers, magazines, or other artifacts.

Skill: Expands knowledge of word meaning through the understanding of synonyms, antonyms, and homonyms

Activities: Provide the pupil with a list of well-known nouns. Ask him to list as many synonyms for each noun as he can. He then reads the noun and its synonym.

Label a class box "Homonym Hopper." In it place homonyms written on 3 x 5 index cards. Have card drawn out. Ask the pupil to use the homonym in a sentence.

Write a make believe letter having many pairs of homonyms. Have pupil cross out the word that does not make sense in the sentence. Have pupil use dictionary to locate words whose meanings are unknown. Example:

Dear Tom,

I was very happy to get the letter you (sent - scent) me yesterday. I tried to (right - write) you an answer immediately but I have been working (hours - ours) on a project.

Provide the pupils with a short story or paragraph containing many underlined words. Have them change the story by writing synonyms or antonyms for the underlined words.

Skill: Expands vocabulary to include knowledge of specialized terms in content areas

Activities: Put a picture of a specialized word (lazer beam, yowl) on a 3 x 5 index card, write the word under it, place the meaning on the back. Use this for individual self-help.

Direct each pupil to develop a specialized word file or dictionary. Provide for reviews.

Have pupil make a booklet, using a different section for each content area. Place the learned words for the area on its proper section. Write a sentence for each learned word.

READING LEVEL D

Vocabulary Development - Contextual

Skill: Adds to ability to use context to determine meaning of words and multiple meanings

Activities:

Provide pupil with words from selection used and multiple meanings of each as listed in the glossary. Under each word provide its meaning. List several sentences using the word in different ways. Have the pupil decide which meaning of the word is used in the sentence.

Re-emphasize that one helpful technique in figuring the meaning of unfamiliar words is to relate a new word to the meaning already known. Give the pupil a selection containing unfamiliar words. Underline the words. Direct the pupil to read each sentence and write what he thinks the meaning of the underlined word might be.

Use a newspaper article (human interest). Pupil works individually. He underlines the unknown words in the article. Using sentences surrounding the word, he deciphers the meaning; then writes the word and the meaning down. He may have another pupil to check his meanings or use the dictionary.

Skill: Utilizes knowledge of the structure and patterns of English sentences to assist in the recognition of words and word groups

Activities:

Write several groups of words - some sentences, some incomplete. Ask pupil to respond to group of words explaining why it is or is not a sentence. Have pupil change all incomplete sentences to sentences.

Prepare many sentences, some of which will be incomplete. Some will contain an unnecessary subject, a verb not in agreement with the subject, improper comparison of adjectives or incorrect usage of this, that, these, those. The teacher or a pupil will read the sentences. If the first pupil detects an error, he must say, "I spy," and identify the error. If he hears no error, he says, "I pass." May be used for independent work by placing sheet of double-spaced sentences in plastic folder and making corrections with china marking pencil.

READING LEVEL D

Vocabulary Development - Oral Language

Skills:

Becomes increasingly competent in dramatization, role-playing, dialogue reading, and choral speaking

Increases skills in discussing and reporting

Activities:

Define what comprises a good discussion and set up steps for the basis of such a discussion.

Prepare a question box, permitting each pupil to drop in questions he would like discussed. The chairman of the group limits speakers and also summarizes the group decision which might be kept on file.

Practice the play given in the readers or one related to a selection in the reader. Discuss and practice correct speaking, movements. Without using readers perform for another class. Hand puppets may be used.

Begin with one paragraph of a story. Each day the story goes to a new pupil who adds another paragraph orally. If possible do this exercise with a tape recorder and play back the finished story. Pupil must create his own paragraph.

Provide opportunities for reporting and discussions, comparing selection in reader with other selections on same topic. Research a topic to gain further information. Discuss comparisons.

Retell a selection in as few words as possible. For example, write down what you would put in a telegram.

Give opportunities for pupils to do choral reading after an appropriate story has been read.

Skill:

Uses inflection, pitch, and rhythm in interpretation of printed text

Activities:

Read a poem aloud to pupils asking them to listen to the rhythm of the lines and the way your voice rises and falls. Read naturally. Have the pupils tap the rhythm with fingers of one hand on palm of the other. Then have individual pupils read the poem aloud. Tape their readings and play back. Also, the teacher may tape reading of poem to use with listening post and practice worksheet.

List some feelings or emotions that the voice can show: fear, anger, joy, teasing, excitement, or impatience. Use some examples to show how the same words can mean different things depending upon how they are said. Examples: "Who's there?" "What's the matter with you?" Let pupils take turns saying words in different ways, have classmates guess which emotion the voice is portraying.

Have the pupil retell a fable, tall tale, or story in his own words to the group. Encourage expression. Use tape recorder. Pupil may then use earphones and evaluate himself.

Skill: Reads various literary forms with increasing skill and appreciation

Activities: Have pupils read a poem, for example: I Hear America Singing or Little Girl, Be Careful What You Say. Write a number of sentences that could explain what the author meant. Have pupil put a check (✓) in front of the sentence that best describes the selection. Write a sentence in your own words that tells the poet's message.

Have pupil read the same library book as other members of the group. Direct him to be a part of a panel discussion focused on literary style of the book.

READING LEVEL D

Vocabulary Development - Written Language

Skill: Extends understanding of the relationship between oral and written language

Activities:

Encourage pupil to write a letter to a pen pal as a means of oral language in written form, in order to communicate feeling to another who is not in their presence.

Ask pupil to read a story. Ask him to tape his thoughts. Direct him to write what he thinks the author meant. Encourage him to compare the relationship between the oral and written work.

Suggest that pupils write and mail business letters requesting free brochures or maps or other information related to units of study.

Using a written invitation, invite parents, friends, another class to an activity in the room or to a party at home of writer.

Suggest that pupil write an advertisement for local newspaper or for a poster - use an ecology, science, or other current interest.

Skill: Understands the purpose of written language in such various forms as poetry and narrative prose

Activities:

Have pupil select a poem, read it to the class, and discuss how words are used to express the thoughts of the author.

Have pupil prepare a short oral review of a story stating the ideas of the author which were expressed in it.

Have pupil read a poem of his choice. Then write the thoughts of the poem in his own words.

Using a theme of a story, have pupil write a brief poem or Japanese Haiku.

Skill: Uses punctuation with increasing facility

Activities:

Have pupil read a group of sentences that are incorrectly punctuated. Ask him to correct punctuation. Reread and discuss which way is correct and why punctuation is necessary. The opaque or overhead projector can be used. Pupil may write his own incorrectly punctuated sentences and exchange them with another pupil for correcting.

Have pupil make posters of different punctuation marks and write where and when the mark is used. Example: A question mark might be a picture of a man with question marks all around him. Pupil writes statement of when question mark is used on the poster.

Provide several paragraphs of story that contain no punctuation. Slide the sheet into a clear plastic envelope. Using a china marking pencil, pupil adds the punctuation. Copies may be used again and again. Also, by making a punctuated copy available, individuals may check their own errors.

Skill: Masters use of abbreviated word forms

Activities: Give pupil a list of abbreviated word forms. Have him write the original form opposite each abbreviated one.

Using the form of crossword puzzle, create an Abbreviation Word Puzzle.

Write message to another pupil; abbreviate as many words as possible. The pupil translates and answers the message abbreviating as many words as possible.

Skill: Uses written language with increasing effectiveness in creative writing

Activities: Provide practice in creating the various areas of literature - poems, essays, fables, tall tales, imaginary stories, etc.

Establish a creative writing file or portfolio for pupils. This encourages them to write and file their stories. Be sure to include a table of contents page.

Establish an author's corner with space to display pupils' prose or poetry, so that others may read them.

Develop a title box. File story titles under topics; e.g., About Me, Mystery, Tall Tales, True Stories, etc. The pupil selects a title to write a story. A story starter box containing good starter sentences may give the pupil a place to begin.

Assign pupil to write a story. Using illustrations and correct format, make a "book" of the story. Display these on library table or share with other classes.

READING LEVEL D

Word Analysis - Phonetic

Skill: Uses skillful methods in attacking new words

Activities: Write a list of words on the chalkboard that follow various phonetic principles. Observe pupil application of the rules in pronouncing the words.

Introduce a story, build background, but do not introduce new words. Read story aloud after silent reading to ascertain pupil's success in solving pronunciation of new words.

Measurements: Given a sentence containing some two and three syllable words, pupil can list all the ways usable in unlocking the words.

Given a word list, pupil can group the words according to phonetic generalizations.

Skill: Extends awareness of more difficult digraphs and diphthongs in unfamiliar words

Activities: Form the generalization that two vowels which represent sounds that "slide" into each other or blend together are diphthongs. Provide pupil with a list of words containing diphthongs studied. Have him identify the diphthongs in each word. Example: coin, toy, loud, power, royal

Provide a list of words containing both digraphs and diphthongs. Pupil places a lower case d after each word containing a digraph and a capital D after each word containing a diphthong.

Tape a list of digraphs and/or diphthongs. Using the listening post, pupil identifies the digraph or diphthong in each word pronounced on the tape. Variations: Provide a written list of digraphs or diphthongs. Using the tape, the pupil pronounces them and identifies the digraph or diphthong. Replay tape to identify pupil's needs.

Measurements: Given a list of words containing diphthongs, pupil can identify the diphthongs in each word.

Provide pupil with a list of words containing digraphs and diphthongs. Have pupil identify each by following the directions.

Skill: Utilizes diacritical marks to identify unfamiliar words

Activities:

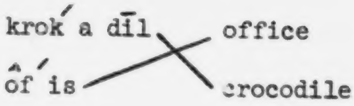
List the dictionary respellings of several words. Under this list write sentences that contain strong context clues to one of the respellings. Have pupil write the correct spelling of the word in the blank space, then tell how he knows the correctness of the spelling.

Write two lists of dictionary respellings on the middle of the board or on a long, narrow sheet of paper. Divide the group into two teams. Have one member from each team decipher any one of the dictionary respellings. First team to complete its list wins.

Select unknown words from current selection. Pupil uses the dictionary to pronounce them, using the diacritical marks as an aid.

Print words on the chalkboard. Place the diacritical marks in the proper place. Ask pupil to pronounce the words and then divide in syllables.

Provide pupil with two lists of same words. The first list contains the respelling of words. The second list contains the same words regularly spelled. Have pupil draw a line between each respelling and the word it stands for. Example:



Measurements:

Given a list of words and key words for the vowel sounds, pupil can group all the words according to a given vowel sound.

Given pronunciation spelling of studied words, pupil can rewrite word with its regular spelling. Example: blok´ hed - blockhead; sē´ dẽr - cedar; kon´ flikt - conflict.

Word Analysis - Structural

Skill: Recognizes the root word in different positions

Activities: Select several words that have affixes. Have pupil locate the root word, circle it, and tell how he knew it was the root word. Extend lesson by discussing how affixes change root word meanings. Provide individual worksheet for practice in recognizing root words.

Have pupils build words from a list of root words and selected affixes.

Give pupils a list of sentences containing underlined words with suffixes that are made from a root word that ends in e. Have pupil write the root word on a line opposite. Example: The gem is sparkling in the sunlight.

Measurements: Given studied words with affixes added, pupil can mark or write the root word. Examples: illustrators, intrusion, impolite, dissatisfied

Given studied root words, pupil can write an appropriate suffix or prefix to make a new word. Examples: sorrow - sorrowful; happy - happiness, unhappy

Skill: Uses knowledge of common suffixes and prefixes to identify the meaning of unfamiliar words

Activities: Give pupil the suffixes (ment, ive, ence, ward) and add these to basic words to make a new word. Have pupil write additional words having the same suffixes.

Prepare a list of words beginning with common prefixes. Have pupil give definitions of the words by using the meanings of the prefixes. Example: noninflamable - not inflamable; transport - carry across

Measurements: Given a list of words containing prefixes, pupil can identify the words which mean "not" or the "opposite of."

Given words containing the same root word, pupil can give meaning of the words by using them appropriately in sentences. Example: careful, careless, uncareful.

Skill: Recognizes syllabication of multiple syllable words

Activities:

Review principles of syllabication for words containing medial consonants and medial digraphs.

Have pupil list words of three and four syllables found in his readings. Have him pronounce the words and show how they are divided.

Divide group into teams. Have one pupil from each team go to the board. Pronounce a word of three or four syllables. The first child to correctly write and divide the word into syllables receives a point for his team. Ask other pupils to write the word at the same time to check work done at the board.

Measurements:

Given a list of multiple syllable words, pupil can identify the number of syllables in each word.

Given direction to write three and four syllable words, pupil can follow the direction.

Skill: Recognizes the sound of single vowels at the end of accented syllables

Activities:

Prepare a selection including several words having the sound of single vowels at the end of accented syllables. Ask pupil to read the selection aloud. Note during oral reading the ability of the pupil to give the sound.

Give to pupil a list of words with the single vowel at the end of the accented syllable. Have pupil say the word, divide it into syllables, and add the accent mark. Example: fi´/ber

Measurements:

Given a list of two syllable words containing one consonant letter between two vowel letters, pupil can mark the words with vowel letter in first syllable standing for a long sound.

Given a direction to write words containing single long vowel sound at end of a syllable, pupil can follow the direction.

Skill: Develops generalizations about accented and unaccented syllables

Activities:

Pronounce words for the class. Have pupil tell the number of syllables by listening and observing. Later have pupil divide unfamiliar words into syllables noting the accented syllable as an aid to pronunciation and meaning.

Have pupil use the dictionary correctly to learn the pronunciation of unfamiliar words. Make sure the list is from related material or the selection itself so it has meaning.

Measurements:

Given a list of studied words with accent marks included, pupil can pronounce and accent the words correctly.

Given a list of studied words, pupil can add accent marks appropriately.

Skill: Uses syllabication to help in identification of unfamiliar words

Activities:

Have pupil use the dictionary correctly to learn the pronunciation of unfamiliar words in a given list. Make sure the list is from related material or the selection itself so it means something to the pupil.

Prepare a class chart containing the rules of syllabication. Number each rule. Prepare a list of sentences. Underline the word that should be divided into syllables. Direct the pupil to draw a line between the syllables of the underlined word and after each sentence write the number of the rule that helped him divide the word.

Measurements:

Given a word list, pupil can relate the syllabication generalization appropriate for the word.

Given a syllabication generalization, pupil can supply a word to which the generalization applies.

READING LEVEL D

Comprehension - Literal

Skill: **Uses a variety of resources to verify specific information**

Activities:

Give the pupil a selection taken from an encyclopedia or reference book related to a story that has been read. Prepare ten statements about the selection, some true, some false. Direct the pupil to read the selection and the statements. Have him compare the statements with the paragraph and write true after each statement that is true and false if the statement is not true.

List topics, events and names of people and places about which pupils have read. Also list various references. Have pupils tell which sources can be used to find information for each item in the first list.

Measurements:

Given a factual statement from a known reading selection, pupil can verify information through various reference materials.

Given a list of topics, events and names of people and places, pupil can select from a variety of references given, where the information for each can be found.

Skill: **Recognizes sequence of events and ideas in various literary forms**

Activities:

From different literary forms (poetry or prose), list in scrambled order descriptions of several events that occurred at different times. Pupil arranges the events correctly and prepares to explain why he chose his arrangement.

After reading a selection, divide reading group into two teams. Each team lists the main events of the selection read, putting them into scrambled order. One team dramatizes the events to the other team who orally corrects the order. For variation, have each team write down the events for the other team to correct. Then each discusses their arrangements.

Separate the lines of a known poem by cutting them apart. Paste each line on a strip of tag board. Pupil arranges the lines in correct order. A copy of the original poem may be provided for pupil to check his corrections. This also may be done with main events of another literary form.

Measurements:

Given scrambled sentences describing several events that occurred at different times, pupil can arrange the events correctly.

Given lines of a poem, each placed on a separate strip of tag board, pupil can arrange the lines of the poem in correct order.

READING LEVEL D

Comprehension - Interpretive

Skill: Extends ability to locate main idea; notes supporting details

Activities:

Have pupil write headings or titles which give the main ideas of selected paragraphs.

Supply an outline form of several paragraphs from a known reading selection. Have pupil write in phrase form the main idea of each paragraph.

Use opaque projector to show examples of the different locations of the main idea. Give pupil several paragraphs to read; have him tell where the main idea is stated.

Choose a paragraph in which the main idea is never stated in any single sentence. All the sentences in a paragraph add up to a main idea. Ask pupil to read the paragraph and write in his own words the main idea.

Provide pupil with a short magazine or newspaper article. Ask pupil to supply a title. Generalization: A headline, like the main idea, must tell what the paragraph as a whole is about.

Give practice in identifying main ideas through selections from narrative and descriptive poems. Examples: Hiawatha, Paul Revere's Ride, Robin Hood.

Provide an unsorted list of topics. Ask pupil to select two which are main topics; then under each list related sub-topics. Examples: shearing wool, developing a new vaccine, examples of scientific progress, protecting the herd from coyotes, breaking the sound barrier, sheep ranching in the west, building an atomic submarine, taking flock to pasture.

Provide pupil with different paragraphs and have him locate the main idea, write it in a phrase, and under it write in the details which support the main idea.

Prepare an outline for a selection that has been read. Write the heading or main idea. Have the pupil supply the supporting details.

Give pupil a paragraph to read having details that give color or that create pictures to support the main idea. Have him underline the parts of the sentences that support the main idea.

Measurements:

Given a list of sentences from a reader selection, pupil can mark only the sentences telling the most important ideas.

Given a reading selection of two or more paragraphs, pupil can write the main idea of each paragraph.

Skill:

Increases skill in recognizing cause and effect relationships

Activities:

Ask pupil a series of leading questions about a completed reading selection. Encourage him to answer in his own words the cause-effect relationships.

Have the pupil read a selection. Write three Why questions on separate 3 x 5 cards. On the back of the card, have pupil write his answer in a complete sentence, identifying the page number. Pupil's cards are placed in a reporter's question box. Pupils take turns drawing cards. Teacher reads the question. If pupil answers correctly, he discusses why his answer is correct. If incorrect, the card is returned to the box.

Explain that sometimes cause and effect are widely separated from each other, occurring in different parts of the story. When something happens, you have to think back and ask what made it happen. In one column, write the sentence stating the cause. In another column the pupil writes the result or effect of the cause.

Measurement:

Given incomplete sentences stating important ideas from a selection read, pupil can complete the second part of each statement by explaining the reason for the idea in the first part.

Skill:

Uses evidence to evaluate conclusions

Activities:

Using a selection, ask pupil to predict what would have happened if certain known facts were changed or acted upon differently.

Provide pupil a list of events, based on the story, and ask him to mark those that could have changed the outcome of the story.

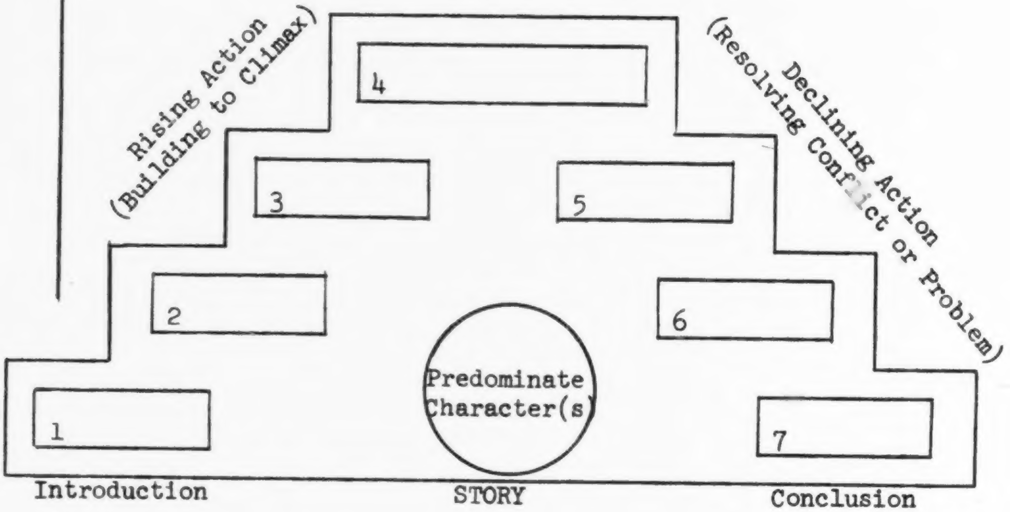
Ask pupil to read a selection, after which are written several statements with possible conclusions. Have pupil decide which conclusion best fits the statement and why.

Measurement: Given a reading selection, pupil can locate the statements that give clues as to a given character's personality.

Skill: Recognizes techniques used by author to develop the plot

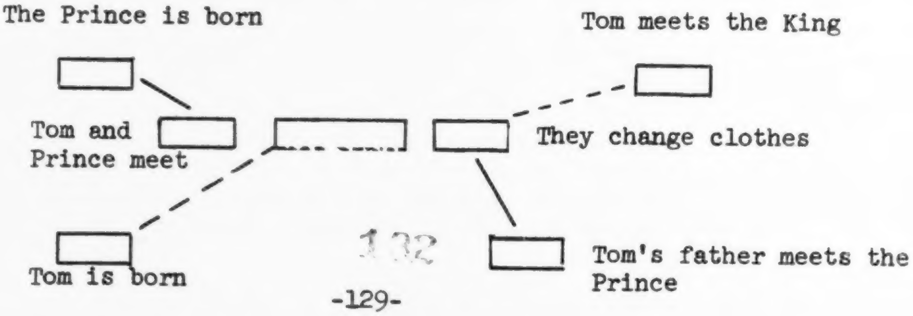
Activities: Have pupils write the parts of the story that lead to the climax or to the conclusion.

Have pupil pick out story incidents to go on appropriate "stair steps." He uses unruled paper on which he writes the incidents on the steps. Develop the understanding that the plot is a carefully planned arrangement of the action of the story so that each incident is a necessary step in the progress toward the climax and toward the conclusion.


Rising Action
(Building to Climax)
Declining Action
(Resolving Conflict or Problem)
4
3
5
2
6
1
Predominate Character(s)
7
Introduction
STORY
Conclusion

Assign pupil to chart a plot of a given story. Have student visualize the main and sub-plots of a novel and indicate how events of importance are produced as these sub-plots meet or converge. Example: Prince and Pauper

Chart of a Plot
Prince and Pauper by Mark Twain


The Prince is born
Tom meets the King
Tom and Prince meet
They change clothes
Tom is born
Tom's father meets the Prince

Measurement: Given a charted plot, pupil can identify the selection.

Skill: Recognizes and interprets specific types of fiction and non-fiction

Activities: Provide for study of the characteristics of various types of fiction and non-fiction. Write these on index cards and drop them into a box labeled "What Literary Form Is It?" Using the cards, the pupil can identify an actual sample of a literary form.

Prepare the pupil by explaining that stories and plays are different in some ways. They are also alike. Have him write the ways in which stories and plays are alike. Example: They must have a plot. The characters seem real.

Have pupil list the common characteristics of recently read poems.

Review various types of non-fictional reference material. Provide pupil with sheet of statements with the heading, "Where would you look to find . . ."

1. Information about rockets
   dictionary, atlas, encyclopedia, map
2. The author of Call of the Wild
   atlas, card catalogue, glossary

Provide a column of known selections and column of literary types. Have pupil match the selection to the type. Example:

Selection	Literary Style
Call of the Wild	autobiography
Paul Revere's Ride	science fiction
	novel

Measurement: Given two selections, pupil can state how they are alike and how they are different.

Skill: Distinguishes between fact and opinion, relevant and irrelevant facts

Activities: Prepare sentences stating facts and others stating opinions. Discuss them with the pupil and have him write example of each.

Classify the selection "Relevant" or "Irrelevant." Have pupil read a short selection, followed by short sentences, some of which are relevant to the selection and some irrelevant. Have him underline the relevant statements.

Prepare the pupil by explaining that ideas are from actual facts from a story but also from the opinion of the reader. Have him write ideas he remembers from a selection read recently and then check to see if his ideas are facts or an opinion gained from reading.

Select a current news item. Compare two or three different types of articles about it. Have pupil locate the similar facts or find statements of opinions. Discuss reasons why the statements are different.

Provide several statements; some fact, some opinion. Have pupil distinguish a fact from an opinion and tell why each is a fact or an opinion.

Measurements: Given a reading selection, pupil can identify an idea that cannot possibly be verified.

Given a reading selection, pupil can identify an idea that he can prove.

Skill: Recognizes distortion and exaggeration

Activities: Ask pupil to compare two or three selections on same topic, one from an extremely biased viewpoint; the other factual. Compare the selections. Discuss words the one author used to convey opinion or feelings.

Present a factual event - a disagreement between two persons at school or Boston Tea Party. Discuss the facts with pupil. Then have him write an exaggerated account of the happening.

Provide factual sentences for pupils to change through exaggeration or distortion.

Using emotions, persuade someone to your cause. Example: You lost the ballgame. Using "loaded" words, persuade someone to take your side in the argument that you won the game.

Use advertising statements. Have pupil note how the truth has been "stretched." Example: "No other car will get you to your destination as swiftly and as safely."

Compare election headlines in different newspapers. Have pupil note how the selected wording can influence or mislead the reader's thinking.

Measurement: Given a reading selection, pupil can identify all words or phrases that may be used to distort or exaggerate a point of view.

Skill: Extends ability to recognize the implied meanings of words

Activities: Select sentences in which the meanings are implied. Have pupil read the sentences carefully to determine the meaning conveyed by the writer.

Select a story with quotations pupil has read. List several of the quotations and underline each of three sentences which could tell what the author was trying to say. Ask pupil to read and think about each quotation and check the sentence that best tells what the author implied.

Measurement: Given a choice of sentences about selected words and phrases from a reading selection, pupil can mark the sentences which best describe the meaning of each word or phrase.

Skill: Extends and interprets the use of descriptive language

Activities: Direct pupil to locate and explain what he thinks the author's purpose was in using humor, exaggeration, or irony, to make a point in a selection.

Review with pupil that authors sometimes use words that are unfamiliar. Using a story the pupil has read, list the unfamiliar words or expressions in one column. In the second column, list the meanings of these words. Match the two columns and have pupil identify the type of language used. Example: humor, exaggeration, irony.

Measurement: Given a reading selection and a type of descriptive language such as "humor," pupil can mark all words reflecting "humor."

Skills: Analyzes emotions and motives of characters

Compares and contrasts characters in different selections

Activities: Ask the pupil to explain the character's motive at a certain point in the story.

From a selection have the pupil select a sentence to show how the author describes each of several moods listed - happiness, sadness, curiosity, fear.

Using two stories in a textbook, have pupils compare the main character in each selection, how they are alike, how they are different.

List on one side of the paper several known story characters by name. On the other side, scramble some implied characteristics about them. Have pupil match character with implied characteristics.

Measurement: Given a list of known story characters and descriptive phrases, pupil can match character and appropriate phrase.

Skill: Uses new information to form or change attitudes

Activities: Have pupil write answers to such questions as: Why do people generally wear lighter colored clothes in the summer? Pupil uses science texts to check his answers.

Ask the pupil to choose an incident in a story and to rewrite. He is to write the incident from a different point of view or a change in attitude to illustrate how changing one incident may affect the rest of the story.

Measurement: Given an incorrect statement, pupil can state what new information is needed to make the statement correct.

SUPPORTIVE SERVICES

Health Services

The function of the school health service is to identify health problems, to help adjust the school program to the child's needs and to call parents' attention to children who require treatment. A child with a physical problem which seems to be affecting his reading should be referred to the school nurse.

Speech Therapist

Problems connected with speech and hearing may account for a child's reading difficulty. These should be referred to the speech therapist who will either give remedial help personally or advise the teacher as to the action to be taken.

If behavioral characteristics indicate a hearing loss in a child, the teacher may request a hearing examination.

Psychologist

A primary responsibility of the school psychologist is to assist the school in improving the achievement and adjustment of children with physical, mental, and emotional problems. This is accomplished through the individual psychological study of children referred. The psychologist may use or suggest behavior modification or other counseling techniques with individual children or groups of children on an extended basis. The psychologist also may recommend placement of a child in a special program to meet his needs. The school psychologist consults and counsels with teachers, parents, and other professional workers in the school and community in assisting them to improve the learning and adjustment of children referred. Such referrals are made by the teacher after conferring with the school principal.

Tutorial Program

The volunteer tutorial program has several components. Each tutorial program serves individual pupils who are educationally disadvantaged, who need encouragement, an adequate place to study, and instructional materials for independent study. These pupils may be high or low in their school achievement, but cannot succeed to their potential in their classroom without help of an interested volunteer.*

Counselor

The counselor is a school-based pupil personnel worker. He may assist with reading problems by helping with assessment of the problem through the use of group tests administered on an individual or group basis. He is well trained in interpreting these tests. In some cases which may involve mild emotional factors, such as a lack of self-confidence, poor self-concept, or high anxiety due to excessive failure, the counselor is trained in assisting the individual pupil through techniques of personal counseling. Counselors, especially at the secondary level, have the responsibility for helping students choose programs realistically and are responsible for scheduling classes which meet the pupil's needs most adequately. In this function, the counselor can help by adjusting the pupil's program within the limits offered in the school program.

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*Cross reference: Volunteer Office

Visiting Teacher

In some situations involving reading difficulties, the services of the visiting teacher may be helpful. After consulting with the principal, the teacher completes a referral form requesting such service. The visiting teacher, upon receiving the request, must carefully evaluate and assimilate all pertinent information concerning the pupil before developing and executing a plan of action. In order to bring about a satisfactory adjustment of pupil problems, it will be necessary to establish positive relationships in one or more of these areas:

with the pupil
with parents
with school personnel, including principals, teachers, psychologists, speech therapists, nurses
with community agencies.

MEETING INDIVIDUAL NEEDS

Corrective Reading

For a variety of reasons, a number of children do not succeed in one or more phases of the developmental program. A corrective reading program is necessary for those pupils who have not mastered particular skills and need additional reading instruction. The corrective program follows a developmental sequence of reading skills; however, the skills taught become more selective.

Diagnosis is the key to instruction, for it determines where to begin an instructional program, the approximate number of new words and skills that can be presented each day, and the appropriate materials to use. An evaluation of a pupil's specific weaknesses, learning rate, and interests continues throughout the instructional program.

The child with below level potential should not be considered in need of corrective instruction if he is reading commensurate with his potential. However, this is not easy to ascertain even after careful diagnosis. The following causes of reading retardation often mask the potential of the child:

Physical

A physical defect of eyes, ears, or teeth can affect a child's performance. A neurological handicap, which may lead to a learning disability, is basically a physical problem. (This area may respond to standard corrective techniques but a special program utilizing special techniques when available would generally be more desirable.)

Emotional

Emotional problems, such as those caused by broken homes, superior siblings, parental neglect, or over-protectiveness may prevent a child from learning.

Intellectual Capacity

Many children who are achieving below their potential can be considered in need of help. This is true whether the child has a below-average, an average, or an above-average I.Q. The above-average child should be encouraged to extend himself beyond an average performance.

Environmental

Some children are handicapped in learning academic skills because of little or inappropriate educational or experiential backgrounds.

Instructional

High mobility, lack of appropriate class placement, or mediocre teaching can contribute to reading retardation.

A corrective reading program comprises the following:

> The corrective process must be a continuous one of diagnosing, prescribing, teaching, testing. Corrective teaching may be likened to a chain. As each weak teaching link is discovered, it must be replaced by a strong one. The skill must be retaught and reinforced until it becomes a part of the child. Just as all links do not need replacement, the instruction should be specific according to the needs diagnosed.
>
> Pupils should be placed in materials that give them an opportunity for immediate success.
>
> A variety of techniques and materials should be used with careful attention given to the use of the children's own language experience.
>
> Word recognition and comprehension skills should be taught in context as a part of the reading process.
>
> The number of words and skills should be introduced according to the learning rate of the child.
>
> Practice materials must be provided for meaningful repetition in the use of skills.
>
> Cooperative planning should be done with the pupils so that they are able to understand the purposes for instruction.
>
> Pupils should be guided to evaluate their own progress.

Parental involvement is of utmost importance. Parents should be aware of the child's difficulty and seek ways to assist him at home. The teacher will give parents suggestions for helping. A child feels secure and senses the importance of the task when he realizes both his parents and teacher are interested and involved in helping him.

Reading Centers

Reading Centers are established to provide intensive help for elementary pupils of average or superior mental ability with serious reading difficulties, who fail to respond to regular classroom instruction.

Teachers should report pupils who need this type of help to the principal, who refers them to the Department of Psychological Services for testing and interviewing. If the findings indicate that the child has an intelligence quotient of one hundred or higher and a reading retardation of at least one year, recommendation may be made for Reading

Center placement. Upon approval of the parent, the principal applies to the Department of Program Administration for such placement.

Before remedial work is undertaken, a diagnostic study is made to determine the precise nature of the pupil's reading problems. This study includes a thorough consideration of such factors as pupil's mental ability, physical condition, emotional attitude, home environment, and social adjustment. When the study is completed, prescriptions and procedures for carrying out the remedial work are outlined. The treatment plan is interpreted to the parents and the child so that all understand the problem and the ways it can be handled. Continuous diagnosis and testing are made to determine the development taking place and to plan future procedures. As the pupil's reading level approaches expectancy, provisions are made to prepare him to return and adjust to regular classroom instructions in his home school.

Reading Improvement

The General Reading Improvement Classes are intended for those secondary pupils whose intelligence quotient is 90 or above and who are reading one year and a half or more below grade level. The Basic Reading Improvement Classes are for pupils with I.Q.'s below 90 and reading two years or more below grade level. Classes are formed at each grade level having pupils grouped within as narrow a range as feasible.

Teachers are encouraged to recommend pupils who need remedial help in reading to the counselor for appropriate placement. Every effort is made to lead the pupils to accept the idea that they can learn to read better. They are helped in setting desirable and realistic goals for themselves and encouraged to work toward them.

The curricula of these courses are organized and taught as separate entities. The skills emphasized and the methods and materials used are determined by the individual needs and abilities within each group.

Better Reading

Better Reading Classes are designed for secondary pupils who are reading at grade level but not at the expectancy for their level of ability. The goal for these classes is to enable the pupil who already reads satisfactorily to perform at as high a level as his capacity suggests he can. Profitable use of leisure time through creative reading and the development of literary taste are the ultimate goal.

Provision for the Able Learner

The program for the able learner, the child who grasps abstract ideas easily, learns more quickly, and whose performance is superior to the majority in the class, must provide well-planned additional learning opportunities. An effective program provides challenging materials, continuous growth in vocabulary, and guided learning situations to acquire depth of understanding through the development of advanced reading and study of English Language skills. The able child learns to identify a problem, collects much information about it from many sources, and weighs each bit for reliability and validity.

He draws conclusions and substantiates them with evidence. He carries on many research projects, both in and outside the classroom. Group work offers the able child the opportunity to assume leadership, contribute a wealth of information to his group, use reflective thinking in working through a situation, and to evaluate and give direction to the group. He is encouraged to pursue personal interests, independent study, refine tastes, and develop discrimination in selecting books.

VARIOUS APPROACHES TO THE TEACHING OF READING

Reading programs today include various approaches to teaching reading. Some of the methods designed to teach young children to read reveal efforts to simplify the initial steps by working with regularly spelled vocabulary so that the young child will not be overwhelmed by learning tasks that are too numerous or too complicated. The phonetic skills, emphasizing sounds of letters, are often introduced earlier and in some instances in a slightly different sequence than listed in this manual.

Occasionally teachers feel it wise to give instruction to certain individuals or groups in the teaching of reading through an approach different from that being used by the school system. Since implementing a new reading program requires unusual skill on the part of the teacher, she must consult and plan with the principal and supervisor before initiating it. The effectiveness of such a program is contingent upon the following conditions:

The ability of the teacher to implement a reading program
The supply of the appropriate reading material
The development of formulated objectives of the total program
Organization of a program that allows time to meet the objectives
Effective learning experiences planned for all children
Planning and carrying out an evaluation in terms of the objectives

Methods and materials for the teaching of reading fall into five categories: (1) the eclectic approach, (2) programs which emphasize new subject matter content and illustration, (3) the decoding methods, (4) programs stressing greater individualization of instruction, self-pacing, and self-direction, (5) extensions of technology.

Regardless of the method used, evaluation and selection of materials for a reading program must be done in light of carefully formulated objectives of the total reading program and the expressed demonstrated needs of the pupils and teacher preparation.

INTERPRETATION OF THE READING PROGRAM

All members of the school community are interested in and have a right to know how reading, the most essential tool of learning, is being taught. Help from home can be given when parents understand the instructional program. The school should make clear that it regards the education of children as a team project in which the home and the school have common interests and responsibilities. Parents should be kept informed of the instructional program for reading.

Knowledge of the reading program can be given through:

parent-teacher conferences
classroom visits
question and answer discussion periods regarding:
    overview of reading program, reading materials, sequence of skills
occasional newsletters
pupil progress reports
pupil reporting
film and filmstrip viewing or demonstrations.

Suggested Ways Parents Can Help

Security, freedom from physical and emotional stress, love, and enthusiasm for learning are prerequisites for most successful school achievement. Parents make the greatest contribution to their child's welfare by providing a home and family environment conducive to worthwhile learning. More specific suggestions for ways of helping with reading will depend on the specific needs and abilities of the pupil. Suggestions may include the following:

Level A

Demonstrate your interest in the school program.
Teach correct names of people, places, and things.
Talk with the child, listen to him, encourage and answer his questions.
Read a variety of materials, including stories, poems, nursery rhymes to your child.
Provide many meaningful, interesting experiences.
Teach your child to follow directions.
Provide him with materials that will stimulate interest in reading.
Give deserved praise often.
Encourage your child to be more independent in dressing, taking care of his own things, practicing good health habits, etc.
Act as a model to show many ways and times when reading is important and enjoyable.
Introduce and accompany your child to the library.

Levels B, C

Let him share his reading books with you. Listen to him.
Encourage your child to associate people and places, times and events.
Give books and dictionaries as gifts.
Provide your child a place for his books.
Encourage your child to tell you about what he has read.
Find time to discuss events, problems, interests with him.
Supply words your child does not know when he reads to you.
Be sure your child sees you reading.
Play games with words: Scrabble, Ghost, Hangman.
Insist that your child discuss his problems with his teacher if he needs help.
Suggest worthwhile entertainment for your child.
Encourage hobbies.
Praise your child so that he will feel good about himself.
Help your child make regular use of the library.
Continue to read a variety of materials to and with your child.

Level D

Continue to evidence your interest and enthusiasm in the school program.
Encourage your child to participate in school activities.
Continue to accept and respect your child.
Have books, magazines, newspapers, reference books in your home - encourage the use of them.
Show continuing interest in your child's reading.

USE OF READING MATERIALS*

Reading instruction requires systematic, sequential development geared to the individual needs of the learner. Meeting individual needs means more than organizing groups for directed, supervised reading. A variety of material and equipment for individualizing instruction should be used in an effective reading program. To select materials wisely the teacher needs to have knowledge of each pupil's reading needs, interests, and abilities, as well as knowledge of materials and their approximate levels of difficulty. Materials selected should be relevant to pupils, deal with problems of social evolution, and include content of lasting value.

Basal Reading Texts

Systematic instruction which develops reading power is given principally through the use of basal reading texts and their accompanying materials.

Two series of basal readers have been adopted city-wide to serve as a core for the reading program, grades 1-6. These basal readers and their accompanying teacher guides and workbooks provide a sequence of activities and experiences which can be related to other reading. Basal readers should be read in their entirety and in sequential order throughout the reading program; adjustments should be made to meet specific needs of individuals and the group whenever indicated.

Functional

As the pupil progresses in his ability to decode printed symbols, his reading in relation to the content subjects and daily living experiences becomes increasingly important. The pupil encounters basic texts and supplementary texts in Social Studies, Science, and Arithmetic, as well as many others. He will need the use of dictionaries, reference books, and library card catalog. The more highly specialized the subject matter becomes, the more demand for reading skill mastery. Unique demands are upon every teacher to give instruction for successful reading of directions, interpreting maps, reading and interpreting math problems, establishing purposes for reading, and adjusting rate of reading.

Recreatory

The reading program provides for both the development of reading skills and the encouragement of reading for pleasure. Recreatory reading is concerned with pupil-selected material which is read for personal satisfaction. Lifetime interest in good books comes from the repeated discovery that reading many kinds of books is satisfying. To foster recreatory reading, the teacher must know children's books, know the child - his ability, interests, hopes, and fears, and be ready to help find the right book at the right time.

Learning to read is a unique personal skill and for children to acquire lasting reading habits, they must have the wide range of subject matter and the wide gradation of difficulty that can be found in the library collections.

Selection of Materials for Low Achievers

Materials selected for low achievers should be of high interest level with low reading level. They must be varied to meet the differing abilities, interests, and orientations of children from diverse backgrounds. Multimedia materials should be multi-cultural, contain content related to out-of-school lives of city children, and selections of shorter length so children experience accomplishment sooner. Rate of increase in difficulty, length of selections, and developmental sequence of reading skills must be carefully considered.

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*See Appendix for Reading Materials

Some retarded readers are challenged to read accounts of their own experiences when the teacher writes from their dictation to her; others can be guided to use their own and classmates' written stories for additional reading materials.

Teacher-Pupil Constructed Materials

Many materials are designed or adapted by the classroom teacher for use with her particular pupils. The first step in using such aids is to make selections in terms of their obvious teaching values. Instructional charts and games can facilitate learning for a pupil while giving reward in terms of interest and variation from the usual routine. They can give the additional practice necessary to reinforce certain learnings and can eliminate meaningless repetition and rote learning.

Multi-Media

Multi-media are used to aid the reading skill program, clarify and enrich the cultural background, foster language and concept development. They supplement and enrich the reading program. Effective planning and guidance of learning to read involve the use of media in various combinations to motivate and stimulate learning. Motivation and stimulation may come from one media, special presentation of information from another, and complementary content, open to individual inquiry and development, from still others. More than one form of medium is used to accomplish a teaching-learning result.

Classroom Library

The classroom library is essential for furthering personal and research reading. The bookcases and library table should be well stocked with a diversity of appropriate materials which are changed frequently. The teacher should visit the annual Supplementary Book display and consult the current Supplementary Book List for selecting classroom loan collections from the Resource Center and public library.

Resource Center

The School Resource Center, through the services of the librarian, can supply a variety of help in the selection and preparation of media, such as films, filmstrips, transparencies, tapes, and programmed materials; provide teachers with instruction pertaining to the operation of equipment; and assist teachers in integrating media for classroom presentations.

Pupils come to the center to browse, to read, to work at study carrels, to use reference materials, to listen to tapes, records, cassettes, to use teaching machines or tools, view filmstrips on individual viewers, to select materials for personal, committee, or classroom use.

Along with curriculum enrichment and reading for pleasure, the School Resource Center helps children identify and develop attitudes of good citizenship, such as the care and sharing of public property, personal responsibility for community property, and the importance of classification and orderly arrangements of materials.

EVALUATION

In evaluating the reading program, the teacher will continue to diagnose, test, and record pupil responses to measurement items.[1] It is intended that these responses become the basis for grouping, sub-grouping, and planning of teaching strategies for individual pupils. In assessing the effectiveness of the over-all reading program, the pupil's mastery of reading skills and the extent to which the pupil turns to reading for personal needs and satisfaction must be considered. A child who can read but does not read to his potential indicates a lack in his total reading program.

Each child should receive help and guidance in setting his own goals and establishing and recognizing purposes for reading. Recording through checklists, charts, and diaries helps him become involved in evaluating and noting his own progress. Opportunities for sharing information and satisfying reading experiences with an interested audience help motivate continued reading and serve to provide continued practice for the child to advance his own reading skills.

In addition to daily observations and individual pupil and teacher records, commercially produced diagnostic, placement and mastery tests, as well as standardized achievement tests in reading are available.[2]

A record of reading progress and quarterly achievement marks in reading are kept in each pupil's cumulative record. Progress reports to parents occur on a quarterly basis. Teachers should consult the Guidelines for Reporting Pupil Progress before assigning marks on a progress report.

Individual parent-teacher conferences are an important, effective means of reporting strengths and weaknesses in reading achievement. Planning for conferences should be a joint responsibility of the principal, teacher, and parent and should be considered as imperative in planning worthwhile educational experiences for each pupil.

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[1] Diagnosing Reading Needs and Measurement Items

[2] Consult Evaluation Services for City-Wide Testing Schedule

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APPENDIX - READING MATERIALS

Adopted Textbooks, Reading	To provide the sequential developmental reading skill program (Adopted Textbook List)
Adopted Textbooks, Content Fields	To extend knowledge, build specialized vocabulary (Adopted Textbook List)
Audio-Visual	To introduce or reinforce reading skills, advance communication skills, increase desire to read Examples: Disc recordings, educational TV, films, filmstrips, Hoffman Reader, phono-viewer programs, tape recordings, transparencies (AV Media Handbook, Resource Center, Recordings and Supplementary Language Arts/Instructional Materials Lists)
Charts	To strengthen language and reading skills Examples: Macmillan Story Cards, Ginn Word Study Charts, teacher and pupil constructed charts (Adopted Textbook and Kindergarten-Primary Supplementary Materials and Supplies Lists)
Early Childhood Programs	To provide concept and language development, visual, motor, and tactile abilities Examples: Early Childhood Curriculum (American Science and Engineering), Frostig: Visual-Perceptual Training Program (Follett), Readiness for Learning (Lippincott), Language Kit - A (Ginn) (Resource Center, Supplementary Language Arts/Instructional Materials Lists)
Equipment	To implement multi-media program materials Examples: Audio-Flash Cards, computers, Language Master, Listening Post, projectors, recorders, TV sets, primary typewriter, viewers, controlled reader, Tachist-o-Flasher (Instructional Equipment Lists, Resource Center, Resource Services)
Manipulative Materials	To provide independent activity in strengthening reading skills Examples: Material Objects, Linguistic Block Sets, Match and Check games, See-Quees puzzles, alphabet cards and blocks, Individual slates or flannel boards (Kindergarten-Primary Materials and Supplies List, Resource Center, Warehouse Catalogue)

Packaged/Kit Material	To provide a wide assortment of reading aids and practice material; remedy deficiencies of individual students; provide enrichment Examples: First Talking Alphabet (Scott, Foresman), Individualized Reading, Grades 2-6 (Scholastic), Invitations to Personal Reading (K-3) (Scott, Foresman), Reading Spectrum (Macmillan), SRA Reading Laboratories (Reading Levels: 1.4 - 14.0), Webster Reading Clinic (3-6) (Resource Center, Supplementary Language Arts/Instructional Materials Lists)
Programmed Texts	To provide reading instruction through self-pacing, self-correcting materials Example: Building Reading Power (Merrill) (Resource Center, Supplementary Language Arts/Instructional Materials Lists)
Reference Materials	To provide sources of information, meanings, and functions of words Examples: almanacs, atlases, dictionaries, encyclopedias, magazines, maps, globes, charts, newspapers, posters, thesauruses (Resource Center, Classroom Library, Supplementary Book List, Public Library, AV Media List)
Supplementary Readers	To further development of fundamental habits and skills; to use in addition to and at times in place of basal readers (Adopted Textbook, Supplementary Book, Primary and Intermediate Loan Collection Lists; Resource Center)
Tests	To provide additional test material for diagnosing and assessing mastery of skills Example: Macmillan Reader Placement and Mastery Tests (Macmillan Publishing Co.), Stanford Diagnostic Reading Test Level 1, Grades Middle 2-Middle 4, (Harcourt, Brace and World), Doren Diagnostic Reading Test of Word Recognition Skills, Grade 1 (second semester) - Grade 6 (American Guidance Services), Gray Oral Reading Test, Grade 1 (second semester) - Grade 6 (Bobbs-Merrill); (Evaluation Services)
Trade Books	To provide information to meet personal needs and interests, to motivate development of lifetime reading habits (Resource Center, Classroom Library, Supplementary Book List, Public Library)
Word Cards	To strengthen sound-letter-word-sentence relationships Examples: Dolch Cards, Popper Words, Macmillan Word and Sentence Cards (Warehouse Catalogue, Kindergarten-Primary and Intermediate Materials and Supplies Lists)

Workbooks	To provide introduction to and reinforcement of reading skills (Adopted Textbook, Supplementary Language Arts/Instructional Materials, Loan Collection Lists)
Worktype Readers	To provide stories that are short with mature interest; geared to slower learning pace Example: Readers Digest Skill Builders (Adopted Textbook, Supplementary Language Arts/Instructional Materials, Loan Collection Lists)